

**A STUDY OF PERSONALITY AND ADJUSTMENT
OF FEMALE STUDENTS OF DIFFERENT
CATEGORIES**

THESIS

*Submitted for the Degree of
Ph.D. in Education
of
the Bundelkhand University, Jhansi
2004*

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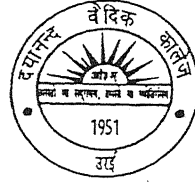
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CERTIFICATE

It gives me great pleasure to certify that the thesis entitled "A Study of Personality and Adjustment of Female Students of Different Categories" submitted by Rajesh Paliwal for the award of Ph.D. degree in Education of the Bundelkhand University, Jhansi, is his own work which has been carried out under my guidance and supervision for the required period as per the ordinance of Bundelkhand University, Jhansi. The thesis is his original contribution and is fit for submission.

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DECLARATION

I, solemnly declare that this thesis entitled -
"A Study of Personality and Adjustment of Female
Students on Different Categories." submitted by me for the
award of Ph.D. degree in Education of the Bundelkhand
University, Jhansi (U.P.) is my own work and has not been
submitted earlier in any University

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ACKNOWLEDGEMENT

This thesis has been completed under the guidance of Dr. R.N. Manav, a known scholar and true researcher, Reader, Department of Teacher Education, D.V. (P.G.) College, Orai. I wish to express my deep sense of gratitude to my supervisor as without his inspiration and guidance this work would not have reached this point of fruition. His invaluable suggestions throughout the course of investigation, collection of data and correction of manuscript have enabled me to write the thesis in its present form. I shall ever remain indebted to him.

I shall be failing in my duty, if I do not express my heartfelt thanks to my teachers Dr. R. L. Vishwakarma, Dr. S. P. Srivastava, for encouraging and helping throughout the study.

I am very grateful to retd. principal Shri O. P. Saxena, Smt. Sunalini Srivastava and my friend Dr. Kumarendra Singh Sengar, for helping me in correction of manuscript. I am also grateful to my wife Smt. Abha Paliwal and my mother Smt. Shakuntala Paliwal for helping me throughout the study.

I am specially grateful to all the Principals, Heads of the Departments, Teachers and Students of the concerned colleges who have cooperated me in collecting the data.

I am grateful to the staff of D.V. (P.G.) College Library, Meerut University Meerut Library and NCERT New Delhi Library providing the necessary cooperation and facilities for the consultation of books, journals and other published material.

Finally, I also feel pleasure to Rajaram & Sons, Orai for typing out this thesis with all exactitude and with keen interest and sympathy.

May 2004

Rajesh Paliwal
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CHAPTER I

INTRODUCTION

CHAPTER - I

INTRODUCTION

The main stream of any country is its well educated citizens. These educated citizens give direction to their country in social, cultural, economical, political, scientific, agricultural and other fields. Education is a ladder of development, it dispels darkness and brings light, it is the base of all human resource development, a stepping stone for the onward march of culture, the bedrock of human progress.

The progress of any society is judged by the vertical and horizontal spread of educational facilities and opportunities among the people depending upon their disparate needs and conditions. Vertical in the sense of specialized education like science, technology, law, medicine etc. The horizontal spread is in the sense of minimum knowledge for an illiterate not only to understand the literate world around her but also enable her to participate in it for betterment. This is applicable usually among the adult illiterates.

Since 1945, two basic assumptions have guided the UNESCO in its effort while promoting literacy all over the world. First that illiteracy is a major obstacle to development and second that literacy is fundamental human right of an individual. Hence attainment of literacy is the first ideal instrument of an individual for pursuing the path of development.¹ Gradually the rate of literacy of our country is increasing. In 1951 the rate of literacy was 18.3 percent and during the last 50 years it has raised to 65.38 percent. Census of India 2001 reveal that just in ten years between 1991 and 2001, there is an increase of 13 percent, male literacy has raised to 75.8 percent and female 54.16 percent. So infact we can be proud that the curse of illiteracy is minimised. It is heartening to note that the BIMARU states of Hindi heartland, that is Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh have attained the rate of literacy much faster than that of India as a whole.²

Higher education is a process to make citizens responsible and aware. It's essential to take attention towards higher education. Highly educated citizens can provide new ideas with direction to society for better future. Reaching at the reflective level of education student becomes mature to understand social and national problems. They can also understand human right problems and how to solve them. Higher education provides us good Teachers, Doctors, Engineers, Management persons, Administrators and these highly qualified citizens are beneficial for other services also. It also provides persons needed in industry, agriculture, art, educated female for house wife, etc.

After independence there is a rapid change in higher education. There were only 20 universities before independence, now the number of universities is very large.³ It is difficult to say that this progress is only qualitative or quantitative or both too. In higher education, the number of female and male students is increasing. But there is a gap between the two. In 1966 Kothari commission has emphasised enrolment of female up to 33 percent.⁴ The role of education has been emphasised all over the world for the welfare of women as well as society. Women's education is the stepping stone to all kinds of education. Swami Vivekanand used to say⁵, " There is no chance for welfare of world unless the condition of women is improved. It is not possible for a bird to fly on only one wing".

Woman is the pivot of a family so it is necessary to give proper importance to her-physical, mental and educational development. According to World Bank report, it's good investment to teach woman instead of man. The woman gives more socio-economic profit than the man's. World Bank also pointed out that if developing countries want to eradicate poverty they should give priority to women.

Education is the most effective device for improving the status of women in our society. It can bring an awakening in them and help them to

face the world and solve their various problems like purdah system, child marriage, dowry system, slave system and condition of women.

According to Manu Smriti (3/55/57) the family which pays due respect to the women of the house is blessed by the Gods and those who do not do so, these religious efforts go without result.

According to Nitse - "I know of no book in which so many delicate and kindly things are said of the woman as in the law book of Manu ; these old greyheads and saints have a manners of being gallant to woman which perhaps cannot be surpassed." (Ante-Christ P.P. 214-15).

Indian ideal of woman is the base of Valmiki's Ramayana and European ideal is the base of 'Homer's' Illiad, Sita was kidnapped by Ravana and Helen by Paris. In a war Rama defeated Ravana and Menelaus defeated Paris and made their wives free. Story being same, the ideal of womanhood has great difference. After being kidnapped by Paris, Helen lived as his wife and again after being freed from him, she lived with Menelaus as his wife. Homer couldn't imagine the ideal of being faithful towards the husband. This can only be the thinking of Indian Rishis.

'Matra Devo Bhava' (Tetriya upnishad) Indian women were worshipped like God from the very beginning. Pitaras, Guru, God and Guests are kept in the categories of worshipables. Mother amongst the Pitaras is given the main place. Woman is considered as 'Aadishakti.' Financial power in the form of Devi Laxmi, symbol of intellectuality Devi Saraswati, physical strength in the form of Maa Durga is worshipped since very ancient period. This makes it clear that the status of women was very high and respectable. Our every Goddess being shown ornamented with weapons denotes that woman in ancient period was capable of her own security and was a symbol of power or 'Shakti'. 'PADAMPURAN' says that a good daughter is equal to the ten sons having the qualities of 'Bal', 'Buddhi', 'Vidya', 'Dhana' and 'Dhairya'.

This way we see that woman had a very high status in our religious epics. Today, from Punjab and Kashmir, the women have come more in numbers than the men. Their story is much more pathetic than that of 'Sita Haran' to their hard luck, after losing their every thing, even their kinds and sanctity, the society looks at them with doubtful eyes. It is on humanitarian ground that we must have an attitude of sympathy towards them.

The question arises that after losing her virginity to somebody who has forcefully done this, why only the woman is the sinner and why she should be left alone by her family? In such conditions, the role of our religious books is remarkable. In 'Atri Samhita' - In the fine shlokas from 'Purva striya' - - Shudhati, the woman has been given security according to the circumstances that the one who has been made to indulge in illicit activities forcefully or been raped or who has been made sexual relations with while sleeping is not to be left by the society or family. But she should not be made physical relations with till she has cleared off her next menstrual period because after the menstrual period the woman is considered as pure.

In our opinion, if we want to strengthen the position of Indian woman, we must follow our religious epics and according to the requirement of country, time and circumstances, we can make changes in that, only then the women will come forward as the power or 'SHAKTI' strongly.⁶

In developing countries girls lag behind the boys in education. A large number of them do not go to school. Even when they are enrolled, the burden of domestic chores stand in the way of their educational progress. The single most important factor in the poor performance is the time and strain imposed by the girl child's work-load, close behind poverty follows traditions. And perhaps the strongest tradition of all of us is the idea that sons should be educated because they will be the bread winners of their own future families and supporters of their aged parents. A girl's work though it may be longer and

harder is considered less likely to bring monetary income, in cultures where marriage means that daughter becomes the part of her husband's family.

To educate the girls still a problem. There are at present two divergent views on the subject of women's education. One is orthodox view that a woman's place is the home and that the education of girls must be different from the education of the boys. The other view is that India needs women outside the fourwalls of their homes and such they should be given precisely the same education as men.

Although education is important for both the male and female but importance of women literacy is increasing day by day. Because educated female provide new dimensions to her family, society and country. Whenever women participated in the activities outside their homes they did it with full commitment and success. Need of the time is to findout ways to convince women to the importance of empowerment for them in the society; to make them aware of their capabilities, their rights and the means to get their rights at home as well as outside in the world of work and employment.

Our ancient scriptures contain example galore in respect of women's prominent roles in society and their participation in multiferious religious, cultural and social functions. The names of Sita, Savitri, Damayanti, Gargi, Maitrey, Lilawaty, etc are highlighted in the annals of Indian womanhood. By dint of her merit and proficiency a woman could attain a high position in society.

The home and hearth are not the only two places for female. They should be quite worthy of responsibilities, both inside and outside the four walls of house. Their activities should not be confined to the pigeon holes of domestic life. Those who should like to follow the curricula for man with all it's faults has produced personalities like Mrs. Sarojini Naidu, Vijay Laxmi Pandit, Rani Laxmi Bai, Rajkumari Amrit Kaur, Smt. Indira Gandhi and many others. India is badly in need of such leaders.

Education is an important tool for mental liberation, woman should be made to understand the utility of this tool. Emphasis on job oriented education can help in convincing women the value of education.

Under the scheme of **Operation Black Board** launched in 1987⁷ in pursuance of the National Policy on Education (1986) a primary school has its own two roomed building with separate toilets for boys and girls. Understanding women importance the scheme envisage that a second teacher preferably a lady in all single teacher schools.

There are given same privilege to women in the political fields for proper participation in our Constitution but an ideal Hindu wife is expected to be faithful and submissive to her husband and other relations like father-in-law and mother-in-law, etc. And whenever we analyzing, we can not forget that India lives in villages. We understand the importance of education for village's female that the programme of District Primary Education Projects emphasis on female literary 60 percent of the total learners under National Literacy Mission are women. Between 1991 and 2001, the improvement of female literacy⁸ by 14.87 percent exceed that of male improvement (11.72 percent). In 1991 female literacy was only 39.29 percent while male literacy was 64.13 percent. In higher education level the percentage of female students in 1950-51 was 9.30 percent and in 1996-97 it increased by 34.10 percent. In Kerla female students percentage is 52. But there is still need to increase number of female students at the college level.

Developed country America gave the voting right to women in 1920 after struggle of 50 years. In Muslim countries situation is still worst. Kuwait has not given voting right to their female even now. Indian constitution also provide equal right yet reality is not so. Male is not ready to give female equal rights even now. Women have been promoted by giving the reservations in panchayats according to the rules of constitution and time to time amendment in constitution.

NCERT⁹ has organised number of national seminars at different places during last two decades. One of the most important aims of these seminars was to identify the values and process for empowerment of women through education. The main recommendations of these seminars were as follows.

1. In the educational system, areas of home management should be projected as a joint responsibility of all the members.
2. Dependence of girls and women as a traditional value must be rejected, from which it follows that emphasis has to be laid on equal commitment for work at home and outside by both the sexes.
3. Equality of opportunity in all walks of life must lead to equal participation in the development of Nation.
4. Women should be able to attain their fulfilment by getting conscious of their rights and abilities.
5. Development of vocational skills and competencies among women for their economic independence and optimal development of the country must be emphasised at all the levels of education.

The Report of University Education Commission¹⁰ on women's education says that 'There can not be educated people without educated women. If general education had to be limited to men or to women, that opportunity should be given to women, for them it would most surely be passed on to next generation.'

According to Radha Krishnan Commission-Women should get proper place in society and discharge their duties properly. Increased opportunities of education should be given to them. Women should be provided with all the facilities and proper atmosphere of general discipline.

Education is a process of socialization for certain goals of society. In a dynamic society the importance of education can not be explained more than what has been thoughtout in the **National Policy of Education and Programme of Action (1986)**.¹¹ It has admitted that social, economical and cultural

positions are basic reason for low level of education in women. So NPE has strongly emphasised the interventionist role of education as well as empowering them.

Since equality has to be achieved through education for empowerment. Intensive research programmes of women's studies may be craved out. Methodology for identification of women in the research may be provided and development research must focus attention to women's issue for generating climate appropriate to empowerment of women and commitment. Role of women's is equally important in the National development for the balanced development of the Nation proper emphasis should be laid on the development of women in the educationally and socially backward regions of the country.

We see various religion, caste, culture, language, etc. in our country. There are many advantages of these differences but in some ways we feel that there are some deficiencies. In the Indian society apart from various differences (social, economical, cultural, caste, religion) category and sex are two important factors. Social class is a concept which describes the divisions in a society.

Three areas or 'levels' of social life can be identified :¹²

- (1) What we may call the economic structure consisting of sets of relation in the sphere of the production and exchange of goods and services - social relations that are independent of and external to individuals wills and that define 'empty' positions that they fill.
- (2) The intersubjective or meaningful level of social consciousness, the world from within of lived experience that comprises how individuals see themselves and one another.
- (3) The level of action, both individual and collective, in various spheres of life, encompassing individuals behaviour as private persons, consumers, workers, citizens, their life style and voting behaviour and how they organize industrially and politically.

Briefly we may say that classes exist in a given society to the extent that there are significant links between these three levels of social life. If economically determined positions correlate significantly with people's lived experience and consciousness and if both of these have a significant bearing on how they live, the organizations they join, the parties they support, and so on.

In ancient time the three Varans of Aryans were (i) The Kshatriyas - rulers, warriors (ii) The Brahmins priests (custodians of knowledge and learning) (iii) The Vaishyas - the businessman (traders). A man could aspire to rise in this hierarchy either by his wisdom or powers. As the process of integration of the Aryans with the local residents continued according to a theory, were admitted as one more class and they were called Shudras. Thus the Shudras were the last on the hierarchical ladder in the Hindu caste system. Further the castes broke up into sub-castes and a complicated network of castes not only came up but became the stronghold of Hindu social structure and orthodoxy.

However caste system of ancient India has undergone drastic changes since independence but this has left a impact on society. Now there seems to be some categories in society as general, backward and scheduled caste/tribes.

It is commonly believed that persons belonging to general categories are superior in economical and educational status in society. As we see in old tradition kshatriyas were rulers and warriors, brahmins were priest and vaishyas were businessman. People belonging to scheduled castes were involved in handling of so called dirty jobs like tanning, sweeping and as servant of superior classes. This system is changing gradually because they are involving in these services they become backward in educational, economical and social fields. Now there is a perceptual, gradual change in socio-economic and educational conditions. Since independence govt. of India, govt. of states and people belonging to different categories are trying to improve the above condition.

The people who are not in other backward classes or scheduled castes are in general and they are doing different types of works. In Indian Constitution base for backwardness is economic and educational. It is commonly believed that these classes are backward because educationally, economically and socially they are not strong in the society.

Social, economical and educational conditions of the different categories leave deep impact on their personality development. The caste system has been an important and integral part of Indian society. Infact traditional social system is organized around the caste structure and caste entities. The concept of 'Varna' has been prevalent in Indian society from its very beginning. In the beginning the idea of 'Varna' was for equal distribution of labour and it was based on Gun Karma theory (as the Gita says). But by and by it became fixed with birth. In the beginning there were only four Varnas (i) Brahman (ii) Kshatriya (iii) Vaishya (iv) Shudra. So many different castes came into existence from this 'Varna system'.

People of high castes assured for themselves wealth and prestige due to their strong economic and social background and the masses which were in the service of society became downtrodden and were miserable both in respect and wealth.

Dr Radhakrishnan has said "Varna system was developed for the advancement of society, unfortunately the very Varna system has become the greatest hindrance in the development of society." Unfortunately till the end of 19th century scheduled castes and tribes were considered untouchable. These masses were deprived of education and so many other things which were easily available to the people of high castes. Their social and economical conditions were very poor. They have no chance for the development of their personality and society. They were not allowed to perform religious rituals because they were considered unholy from their birth. Due to this social indiscrimination they became deprived of education they can not have any relationship with so called

high caste. They were kept aside from localities of high castes and used to live outside the villages.

There is no doubt in the present time we have abolished this injustice up to a great extent. But their conditions are not perfectly well so that they may have prosperity and respect.

Kulshreshtha¹³ studied selfconcept and adjustment of girls, the girls studying in the co-educational colleges were more adjusted than the girls of the women colleges except home adjustment. The results of this study reveals that the co-educational colleges environment may be more helpful in the development of their personality.

Kakkar¹⁴ studied the self acceptance and adjustment. His study reveals that male students generally appear to be less well adjusted and consequently capable of less self acceptance than female students.

Paliwal¹⁵ studied adjustment of male and female students on degree level, he found that there was a difference between arts male students and science female students on social adjustment.

Specific properties related to personality have different adjustment values. Personality provides positive feedback and opens the door to self realization and self learning which is the key to accelerating individual progress. Personality plays a significant role in determining the individual's life adjustment and it is on the personalities developed in the educational institutions of a Nation that national progress depends. Social, physical, economical, interest, aptitude, achievement, intelligence are some basis of personality differences. When anyone goes to society, college and other public places he meets different types of people. In most of the situations a person has to face the problems of adjustment in different areas such as home, health, emotion, education, etc. Now a days it is impossible to think about life without adjustment. Adjustment depends greatly on the family background, which in turn bears the impress of culture of the group and the attitudes inculcated by it. Since the process of

adjustment undergoes continuous modification as the individuals experiences and environmental conditions change gradually, it would have been unfair to compare the adjustment of different age group girls. To minimise the age group difference the study is restricted to the final year girls of the graduation.

On the basis of above discussion the investigator realized that it would be worthwhile to study the personality traits and adjustment of female students studying in B.A. final year in the colleges of Bundelkhand University, Jhansi. Therefore the problem undertaken for the present investigation is titled as.

A STUDY OF PERSONALITY AND ADJUSTMENT OF FEMALE STUDENTS OF DIFFERENT CATEGORIES

Significance of the study

After independence half century has passed. For the empowerment of women different governments have given importance to the women education, prohibition of child marriage, remarriage of widows, abolishing dowry, share in parents property, reservation in panchayats, reservation in higher education as well as in government services. It is a matter of regret that we have not been able to achieve the desired results inspite of the efforts of government and non-government organisations in social, economical, educational and political status of women, especially of scheduled castes/tribes and other backward classes. From time to time International and National year and day are celebrated for the uplifting of women such as '1975' International Women Year, 2001 Women Empowerment Year, 8th march Women International Day. There should be a social awakening among the women towards their rights and opportunities, legal remedies and their implementation, economic empowerment, reservation system in economic and political fields, remedy for improvement of self respect and self confidence, free education, health nutrition and other related amenities. Women of scheduled casted/tribes and other backward classes have the fetters faminity in thier legs. The women of weaker classes and low groups have to struggle against caste system, groupism and regional imbalance

and sex differences. Generally adjustment of women depends upon their personality while personality depends upon heredity and environment. According to circumstances personality changes time to time.

After independence government has provided the facilities of reservation to O.B.C. and S.C./S.T. in Lok-Sabha, Rajya-Sabha, Vidhan-Sabha, Vidhan-Parishad, Government services and educational institutions. Government has also introduced other welfare schemes.

Even then some castes are educationally, socially and economically backward. On the basis of Report of Mandal Commission 1982, they were termed as other backward classes. Since 1992 reservation was provided to them in government services, educational institutions for their upliftment.

Problems of women, specially scheduled castes/tribes and other backward classes have not attracted the desired attention of educational researches in India. The need for research in this field is essential. Their social and economic standard must be judged from time to time. Any scheme for improving women status in the country unreal, unless more studies are conducted covering different aspects of women. These findings must be given due recognition.

Survey and studies conducted in western countries, in the field of women personality cover such aspects as abused and non abused female students, black and white female, etc.

The present study is an attempt to throw light on this neglected field of female education. The findings of this survey, specially regarding the characteristics of the general scheduled castes and other backward classes female may help the teachers, guidance workers and counsellors in giving vocational and educational guidance to the female students. The findings of this study may be utilised to raise the standard of female education. Besides providing valuable educational implications the present study will provide guidelines for further research in the field of education of female students.

Some areas of India are educationally backward, Bundelkhand region is one of them. Researcher has attempted to study the personality and adjustment of female students of this area. The researcher has studied different categories of women's personality and adjustment of B.A. final female students. He has tried to know the differences among general, scheduled castes and other backward classes at the same educational standard.

Rationale of the study

The study was conceived as integration of several lines of investigation. Important among these were the researches indicating that variability of individual behaviour from one environment to another is apt to be quite substantial.

The physical as well as psychological environments of general, other backward classes and scheduled castes categories differ in several aspects such as types of economic conditions, living standard, family background, etc. This variability of environment and other reasons convinced this researcher of the necessity of conducting a study to compare the personality traits and adjustment of general, other backward classes and scheduled castes female students.

In the personality study of scheduled castes and non-scheduled castes female students, Kabra¹⁶ found that students of these castes differed significantly in some personality characteristics and adjustment. This investigation also inspired this researcher to conduct a study of personality traits and adjustment of general, scheduled castes and other backward classes female students.

OBJECTIVES

The objectives of present study were

- 1- To study adjustment of general, other backward classes and scheduled castes female students.
- 2- To study the personality traits/factors of female students belonging to different categories.

- 3- To compare adjustment of female students of different categories.
- 4- To compare the personality traits/factors of general, other backward classes and scheduled castes female students.
- 5- To analyse the relationship between the adjustment and personality traits/factors of female students.

HYPOTHESIS

Under the present study the following hypothesis have been formulated and tested

- 1- There is no significant difference among the adjustment of general, other backward classes and scheduled castes female students. This hypothesis is further divided into three subhypothesis :
 - (a) There is no significant difference between the adjustment of general and other backward classes female students.
 - (b) There is no significant difference between the adjustment of general and scheduled castes female students.
 - (c) There is no significant difference between the adjustment of other backward classes and scheduled castes female students.
- 2- There is no significant difference among the personality traits/factors of general, other backward classes and scheduled castes female students. This hypothesis is further divided into three subhypothesis.
 - (a) There is no significant difference between the personality traits/factors of general and other backward classes female students.
 - (b) There is no significant difference between the personality traits/factors of general and scheduled castes female students.
 - (c) There is no significant difference between the personality traits/factors of other backward classes and scheduled castes female students.
- (3) There is no significant relationship between the adjustment and personality traits/factors of female students.

DEFINITIONS OF IMPORTANT TERMS

A few terms have been used in this study at different stages which need clarification. To understand the concepts underlying this investigation these terms have been defined as follows:

ADJUSTMENT

In the present study, adjustment refers to the extent or capacity to which an individual may keep harmony between himself and his environment. Only five areas of adjustment have been covered. These five areas of adjustments (home, health, social, emotional and educational) have been explained in chapter third. Total adjustment is also covered.

PERSONALITY TRAITS/FACTORS

In the present study "Personality is the dynamic organization with in the individuals of those psycho-physical systems that determine his unique adjustment to his environment."

Students personality was measured in terms of Cattell's 16 Personality factors. These sixteen traits have been explained in chapter third.

GENERAL CATEGORY

The castes which are not included in other backward classes and scheduled castes/tribes are treated as general category.

SCHEDULED CASTES/TRIBES

The castes which are mentioned in the article 244(1) of schedule five and article 244(2), 275(1) of schedule six in the constitution are called scheduled castes. They are mentioned in the scheduled to give them religious, social, economic and political conveniences. The tribes whose names are included in schedule of constitution, called scheduled tribes. A tribe is such a type of regional human group which has a common culture, language and business which generally follows the laws of intercaste marriage.

OTHER BACKWARD CLASSES

Some castes which are not included in scheduled castes/tribes but on the basis of backwardness they are described other backward classes in part 16th of Indian constitution. Mandal commission submitted its report in 1982, which described OBC's on the basis of social, educational and economic backwardness. In other backward classes backwardness is the characteristic of a group not an individual.

DELIMITATIONS

The study has been delimited in the following areas.

- (1) The study is confined to the affiliated colleges of Bundelkhand Region in U.P. Hence the results obtained and inferences drawn are relevant to the colleges of Bundelkhand region of U.P. only.
- (2) The study is limited to the students of Arts faculty only to control the impact of different types of courses on the personality of female students.
- (3) The study is confined to the students studying in final year of Bachelor of Arts (B.A.)
- (4) The study is confined to female students only. Male students have not been included in the sample to control the sex variable.
- (5) The following dimensions of the involved variables have been covered in the present study.

(i) ADJUSTMENT

- | | | |
|---------------|-----------------|------------|
| (a) Home | (b) Health | (c) Social |
| (d) Emotional | (e) Educational | |

(ii) PERSONALITY TRAITS/FACTORS

- | | | | |
|-----------------|-----------------------|------------------------|-----------------|
| (1) Warmth | (2) Intelligence | (3) Emotional maturity | (4) Dominance |
| (5) Impulsivity | (6) Superego strength | (7) Boldness | (8) Sensitivity |
| (9) Trust | (10) Imagination | (11) Shrewdness | (12) Confidence |
| (13) Radicalism | (14) Self-Sufficiency | (15) Self-Sentiment | (16) Tension. |

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CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER - II

REVIEW OF RELATED LITERATURE

It is very essential for a researcher to have a complete and thorough knowledge of the work done by the previous researchers in the specified area of research. It provides the insight and direction to proceed with the problem and saves the researcher from unnecessary triable and error.

Before finalising the present project, the researcher looked into the existing literature relating to personality and adjustment. During such an effort a number of books, year books, encyclopaedia, research reports, journals, dissertations, dissertation abstracts and surveys were consulted at large, to make acquaint with the present state of knowledge, relevant to his project.

In order to place the existing literature in its proper perspective, the present chapter has been divided into three sections first section deals with adjustment; second section deals with personality and third section deals with studies on personality and adjustment.

1- Adjustment

2- Personality

3- Personality and Adjustment

1- ADJUSTMENT

Broadly speaking adjustment refers to the extent to which individual functions efficiently in a world of other people. The term adjustment can also be understood as the efforts of individual to keep rapport with environment and surroundings. Environment also refers to internal and external environments. Hence adjustment may be defined as harmonious relationship with internal environment and external environment.

Eysenck & others¹ defined adjustment as "A state in which the needs of the individual on the one hand and the claims of the environment on the other

hand are fully satisfied or the process by which this harmonious relationship can be attained."

According to **Gates and other**², "Adjustment is a continual process by which a person varies in his behaviour to produce a more harmonious relationship between himself and his environment."

Adjustment is not static but dynamic in its nature. According to **Chauhan, Tiwari and Khatter**³ "Adjustment is an index of integration between needs and satisfaction, remains related to achievement, social acceptance, age, sex, economic security and moral standards."

When a person feels obstacles in fulfilling his desires, tension is developed in his mind and on other hand if a person gets the desires fulfilled, he feels pleasure. It is also a fact that when an individual fails to achieve the desired thing or goal, frustration develops and as a consequence the person starts to feel an emotional disturbance in himself. As a result of such type of disturbance the persons are seen to adopt undesirable path to obtain the cherished aim. Such type of persons are termed as maladjusted. On the other hand the persons who overcome this disturbance reduce the tension and don't allow themselves to adopt unwanted means, such type of persons are called 'adjusted' persons.

From the ancient time all the living organism have to struggle with environment and that times circumstances to save their beingness. Huge dynasores died due to lack of adjustment with the environment. A person can success in different fields when he has ability to adjust with that field. The circumstances and needs of this universe is changeable. A person has to face different types of problems and troubles from birth to die. And a person solve these problems with his intelligence, knowledge, ability, etc. This continous process is called adjustment.

Darwin's theory of evolution mentioned that only those organisms most fitted to adapt to hazards of the physical world survive. So we

may say the concept of "Adjustment" was originally a biological one. The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist are more concerned with what might be called psychological survival than physical survival.

Shaffer⁴ defines " Adjustment is the process by which a living organism maintains a balance between it's need and the circumstances that influences the satisfaction of these needs."

We may say that adjustment involves reconciliation of personal and enviornmental demands, therefore, adjustment is a process of adopting oneself to environment to one's need. So adjustment can be defined as a satisfactory relationship between the individual and environment. Generally the process of adjustment continues throughout the whole life .

According to **Mc Kinnay⁵** " Every one alive has troubles and problems, the most important consideration in determining personal effectiveness is not the amount of trouble or misfortune (within limits) a person encounters but how responds or adjusts to challenges of life."

Studies related to Adjustment

Ohri and Kumar⁶ investigated sex role orientation and adjustment patterns among tribal and nontribal women of Himachal Pradesh with the help of Bell's Adjustment Inventory. The findings revealed that Non-tribals were found to have significantly better adjustment in home and health areas wheras tribals were found to be significantly better on social and emotional adjustment.

Tuple⁷ investigated women students on the basis of lower, higher, lower middle, higher middle income groups. In emotional adjustment both the lower and the higher income groups were more maladjusted. In social adjustment the higher middle group was the most aggressive and the least submissive group in social contracts. In home the lower middle income group was the most maladjusted group physically. The higher income group was superior to the other group

without a single case of maladjustment. Bell's Adjustment Inventory adapted to Indian conditions was used to collect the data.

Pathak⁸ studied that popular and rejectee girls were different with each other in every field of adjustment.

Chetna⁹ examines the adjustment pattern of Hindu and Muslim females. The sample consisted of 60 Hindu and 60 Muslim women. Mohdin - shamshad Adaptation Inventory, Kulshrestha SES Scale and a personal blank were administered to all the subjects. Her findings reveals that Hindu women were better adjusted than Muslim women. Caste and socio-economic status had a significant effect on the adjustment pattern of the respondents. Women belonging to higher socio-economic status and high caste were better adjusted compared to women belonging to lower socio-economic status and low caste respectively.

Mc Kelvey and Mary¹⁰ found some differences between Black and White divorce or separated mothers on adjustment.

Sandhu¹¹ found that there is a significant difference in the adjustment of daughters of working and non-working mothers in areas of health, (0.05 level) social and school (0.01 level). High school Adjustment Inventory by Singh and Gupta was used to assess their level of adjustment in five areas.

Singh, Agyajeet and Bawa¹² examines the adjustment problems of working women and compares them with the adjustment problems of non-working women. A sample of 150 working and 50 non-working women was equally divided into 4 groups on the basis of their professions and was administered the Bell Adjustment Inventory. Results reveals (a) Working women especially nurses had adjusted better to their health problems as compared to clerks (b) Working women were better adjusted at home than non-working women (c) Non working women had better adjusted to their emotional problems than working women.

Jamuna and Ramamurti¹³ studied adjustment patterns of 150 widows and 150 non-widows. Ramamurti (1968) Adjustment Inventory was used to collect the

data. Results reveal that overall adjustment of widows is worse than that of non-widows.

Jamuna¹⁴ investigated adjustment pattern of 300 rural women, 100 each in premenopausal group, menopausal group and post-menopausal group. Ramamurti (1968) Adjustment Inventory was used to assess the result. The menopausal group was significantly more maladjusted than the premenopausal group, post menopausal group was also more maladjusted than the menopausal group but to a lesser extent.

Buser¹⁵ conducted a study to measure the relationship between college participation and Institutional adjustment problems for incarcerated women. Findings of this study reported that Housing inmates as segregation uses greater share of institutional resources than does regular housing.

Bansal¹⁶ revealed that scheduled caste and high caste Hindu adolescents were differ significantly (at .05 level) in the field of home, school, social and emotional adjustment. High caste students were superior in the different fields of adjustment. It reveals that high caste students adjustment was better than scheduled caste students in every field.

Manwani et. al¹⁷ selected scheduled caste and non-scheduled caste students' study habit inventory, anxiety scale and adjustment inventory administered on them. Results revealed that scheduled caste students were found to have poor study habits adjustment and high level of anxiety in comparison to non-scheduled caste students.

Goburdhan, Singh and Singh¹⁸ found that among the age group 19-20 years, foreign students in India have significantly more problems related to health and physical development, adjustment to college work, curriculum and teaching procedure than Indian students.

Alexander¹⁹ found that Keralities can be adjusted more successful than Gujaratis in terms of education, occupational status and social prestige, whereas Gujaratis are considered more successful than Keralites in terms of income level.

Saheed and Saheed²⁰ studied Saudi and Arabian Gulf students adjustment problems in eastern Washington. Both the groups have significant differences in two or more fields. The sample consisted of 103 females and males. The Michigan International Inventory was used to collect the data.

Guddu²¹ studied to identify and analyze international graduate students adjustment problems. It reveals that female students experienced significantly more problems in the health services and academic records areas than male counterparts. European students reported fewer problems than the remaining four groups.

Nigam²² found that there was no significant difference in the adjustment of female students who live in the hostel and who live with their parents.

Raju and Raj²³ studied self-esteem and adjustment of backward classes and high caste students. He found that there were no significant differences between the students on family and social adjustment.

Sharma²⁴ studied the adjustment problems of the scheduled castes and scheduled tribes by selecting a sample of 100 scheduled castes and scheduled tribes boys and 100 scheduled castes and scheduled tribes girls. The study revealed that girls and not boys faced adjustment problems in the emotional and academic fields.

Goswami²⁵ found that the adolescent girls have problems in the emotional, mental, school studies, home, physical and sexual areas.

Reddy²⁶ is of the opinion that socio-cultural disadvantage is reflected in the greater incidence of emotional and health problems of adolescence.

Thus most of the studies indicate that socio economic status, region, environment, community difference, race difference, profession, living in another country/state play a significant role in the adjustment while only few studies do not support these findings.

2- PERSONALITY

Writing on personality, Super²⁷ aptly remarked "The field of personality is one of the most popular, challenging, important and confused in

contemporary psychology". Psychologists have defined personality in a variety of ways emphasizing one aspect or another in their definitions and this has created a good deal of confusion. Some psychologists look at personality from the standpoint of individual in question, taking into consideration his unique qualities (Vernon²⁸, Stagner²⁹, Allport³⁰). Some other psychologists who have given explicit attention to the field within which behaviour occurs (Lewin³¹, Murphy³², Murray and Kluckhohn³³) Whereas concern of psychologists like Cattell^{34, 35, 36}, Eysenck^{37, 38} and Guilford³⁹ has been to study personality as an organisation of traits, modern psychologists like Bandura, Mischel, Peteren and Langer⁴⁰ view personality as shaped by environment. Theorists like Freud, Erickson⁴¹, Piaget, Flavell⁴² and others see personality in terms of fixed stages, while psychologist like Mc Curdy emphasize social stimulus value of personality.

Considering this confusion and difficulty regarding the nature of personality Hall and Lindzey⁴³ have provided a general definition of personality. "Personality consists concretely of set values or descriptive terms which are used to describe the individual being studied according to the variables or dimensions which occupy a central position within the particular theory utilised".

Personality is a complex concept. The term personality has been derived from the latin word "Persona", synonym of persona in English is "Mask". Greek actors used to wear it before their faces when they worked on stage. Personality is a dynamic concept by which a man adjust with their environment. Personality is not a stable thing but a dynamic concept which always changed and developed. Development of personality becomes in social circumstances and it shows by mutual reaction interaction with the people. For the purpose of this study. Allport definition has been accepted as a working definition of personality.

Allport⁴⁴ defines "Personality is the dynamic organization within the individuals of those psycho-physical systems that determine his unique adjustment to his

environment." Even today for a laymen, personality means the effect which an individual leaves on others.

Man is a social animal. Formation of personality becomes through social relations. Society plays a vital role in developing personality. So we may say social incentive gives a very important role in the sizing of personality. We may say personality is unique. Any two individual even the identical twins have alike personality.

Studies related to personality traits/factors

Gaur⁴⁵ found that scheduled castes and backward class graduate and post graduate girls students were lower in intelligence, less aggressive and less dominant than the non-scheduled castes counterparts and non-backward classes students. Though they perceived themselves as more confident, they had a feeling of inadequacy and inferiority and were also found to be emotionally stable.

Brown⁴⁶ concluded that there are personality differences between Black and White female engineering students.

Mukherjee, Reba & Kak⁴⁷ studied the same age girls on anxiety, neuroticism, self sufficiency, introversion, dominance and intelligence. Boarders and day-scholars did not differ in intelligence, the boarders were found to be more anxious, neurotic and introverted.

Malik⁴⁸ studied popular, neglectee, isolate and rejectee adolescent girls of IX and X classes. Cattell's H.S.P.Q. was used to collect the data with regard to the total personality pattern. There existed significant differences among various sociometric groups.

Basu⁴⁹ found that East Pakistani and Tibetan refugee female showed a marked differences among themselves specially in intelligence test scores.

Mirchandani⁵⁰ found that institutionalised delinquent girls were less intelligent, whereas the non-delinquent school girls with behaviour problems were more intelligent than the girls in the norm group. The non- delinquent school girls with behaviour problems were emotionally better adjusted, while the

institutionalised delinquent girls were emotionally more disturbed than the girls in the norm group. The three groups differed each other in emotional stability but they did not differ on dominance. There was an inverse relationship between behaviour problems and the general attitude.

Rangari and Palsane⁵¹ administered non-verbal test of intelligence (Nofde 1961) on scheduled caste and non-scheduled caste college students. It reveals that among the urban female, the non-scheduled caste students were found to have higher I.Q. than the scheduled caste students, while the rural women did not show a significant difference.

Shikari⁵² studied personality pattern of tribal, non-tribal, urban and rural, Rural students were found to be more dogmatic than the urban students with in the tribal and non-tribal samples. With in the rural sample the female students were found to be more dogmatic than the male students. It also revealed that non-tribal student showed greater anxiety compared to the tribal student, sample consisted of both male and female.

Mohan and Gill⁵³ concluded that deprived children were significantly more neurotic and introverted than non-deprived children. Junior Personality Inventory by Mohan et. al, was used to collect the data.

Tiwari⁵⁴ found that urban students were superior to their rural counterparts in intelligence. In sociability urban students were superior to rural students. In health urban students were superior to rural ones. Sample consisted of Boys and girls of class X of urban and rural counterparts.

Eysenck, Sybil and Tambs⁵⁵ concluded that both Norwegian and English male and female have some differences on Psychoticism (P), Extraversion (E), Neuroticism (N) and Social desirability or Lie scale (L), sample consisted of 377 male and 425 female.

Dubey⁵⁶ conducted a study on scheduled castes and non-scheduled castes adolescents and young adult male matched on age, sex, economic and institutional variables. Hindi version of Cattell's H.S.P.Q. was administered on

them. It was found that scheduled castes adolescents differed significantly from non-scheduled castes ones on personality factors A, B, D, F, and Q₂. Among young adult groups there was significant difference in factor B, C, H, M and O between scheduled castes and non-scheduled castes.

Mishra⁵⁷ concluded that (1) Scheduled tribes students were more intelligent, sober, conscientious, zestful, self sufficient, controlled and tensed than their scheduled castes counterparts. (2) The scheduled caste students in comparison to the non-scheduled caste/tribes students were found to be reserved, less intelligent, emotionally less stable, inactive, submissive, happy-go lucky, having weaker super ego strength, tough minded, insecure, sociably group- dependent and tensed. (3) The non-scheduled castes/tribes students when compared to scheduled tribes students were found to be outgoing more intelligent, emotionally stable, overactive, tender-minded, reflective, self assured, relaxed and having low integration. Sample consisted of 120 SC, 150 ST and 130 Non SC/ST. H.S.P.Q. of Cattell was used to collect the data.

Sharma⁵⁸ concluded that significant differences do exist between the scheduled castes and non-scheduled castes students teachers on behavioural dimensions. The scheduled caste students teachers were found to be relatively lower scholastic mental capacity than their counterparts of higher castes. Further it was also concluded that scheduled castes students were less creative, more easygoing, more expressive emotionally, less confident, more prone to adopt withdrawing behaviour and having higher degree of emotional instability.

Singh⁵⁹ findings showed that scheduled castes students were inferior to non-scheduled castes students in verbal intelligence and had more anxiety and less self-control. They were found to be less sober and differed significantly in terms of occupational structure of parents as compared to non-scheduled castes students.

Kakkar⁶⁰ found that scheduled castes students have all those personality characteristics which are needed for progress in life, rather they were higher than their non-scheduled castes counterparts in vigour and ascendancy, equal to

others in cautiousness, personality relations and responsibility and lower than other in original thinking emotional stability and sociability.

Roe⁶¹ has made their investigation on personality and creativity in relation to family background. A number of studies like those of Sarason and Mandler⁶², Swell and Hallan⁶³, Dahlstrom and Welsh⁶⁴ & Haywood and Debbs⁶⁵ have shown that lower class individuals have higher anxiety levels than the individuals belonging to upper class. Lower class children have been found to be more anxious than even middle class children by Dunn⁶⁶, Hawkea and Koff.⁶⁷ Ann⁶⁸ reported that there is no difference between the school division (National Association of Intercollegiate Athletics and National College Athletics Association) and personality preference for female athletic administrators. Myers Briggs personality types was used to collect the data.

Helen⁶⁹ found that there were no statistically personality differences between abused and non-abused community college female students. The Personality Research Form (Jackson 1989) were individually taken.

Mittal⁷⁰ found that the scheduled castes and non-scheduled castes girls did not differ significantly on all the factors of personality. 16 P.F. test was used. Sample consisted of boys and girls.

Magidas⁷¹ studied children of hidden Holocaust survivors and American Jewish parents. His results indicated that there were no differences in the personality characteristics of the two groups.

Jain⁷² studied personality studies of adolescent girls with specific reference to the students in the girls colleges. Girls had confidence in her own judgement, socially well adjusted and aggression widely prevailed among adolescent girls.

Gupta⁷³ investigated that the teenager female has four factors in their personality. They are excitability, sociability, behaviour superiority and extroversion. Sample consisted of 100 female students in the range of 14-17 years. The Meenakshi Personality Inventory was used to collect the data.

Thus most of the studies indicate that scheduled castes, non-backward classes, high caste, race difference, boarders and day scholars, various sociometric groups, regional difference, intelligence, urban and rural play a significant role in the personality factors/traits.

3- Adjustment and Personality

Extraversion and neuroticism have been treated as the basic and potentially powerful factors affecting individual's orientations towards the self and the outside world. Studies trying to explore relationship between adjustment as influenced by personality factors are however limited in number.

Studies related to Personality and Adjustment

Kabra⁷⁴ in a comparative study of scheduled castes and non-scheduled castes female students, confirms some frequently observed relationship between caste and class as it operates in our society. The scheduled castes girls showed lower participation in co-curricular activities, lower social adjustment and lower scholastic achievement. The tools were High school Personality Questionnaire of Kapoor and Srivastava and Adjustment Inventory of Sinha and Singh.

Narchal and Shukla⁷⁵ found that female students belonging to big, medium and small families were different in the different fields of adjustment and personality with one another.

Sinha, Sen and Sajeed⁷⁶ reported that female undergraduates adjustment was negatively related to anxiety and neuroticism and positively correlated with extraversion and extraversion was found to be negatively correlated with anxiety and positive relationship was found between neuroticism and anxiety.

Matoo⁷⁷ found that the adolescents of the higher intelligence group, born in poor families have a significant poorer home adjustment than their equals, born in middle and upper class homes and their emotional and social adjustment register a significant drop in come down from higher to the middle socio-economic status. Sample consisted of boys and girls.

Chandra and Gupta⁷⁸ found that in home, health, society, school and emotional adjustment, high intelligent adolescents were comparatively better adjusted than their low intelligent peers.

Sahney⁷⁹ concluded that delinquents showed significant differences from non-delinquents in respect of extraversion/introversion, social maladjustment and automism and denial. The delinquents showed significantly poor adjustment on home, health, emotional, social and total adjustment.

Karr⁸⁰ determine if rural children held an advantage over urban children personality adjustment. According to findings of this investigation a rural setting does not represent superior environment advantages as compared to the urban environment.

Gupta⁸¹ concluded that students having urban background differed significantly with better adjustment on their part, than those having rural background. It also indicated that positive and significant relationship between personality adjustment and extraversion-introversion.

Dewey⁸² found that intelligence was positively related to adjustment. Compared to the group as a whole, the children with higher intelligence were less anxious and nervous and less likely to evidence problems in physical development, cognitive development and behaviour. Eighty three gifted children, aged 7-11 years, and their parents completed self report instrument on personality adjustment.

According to **Agarwal and Pawar**⁸³ adjustment scores were found to correlate significantly with intelligence, creativity, socio economic status and anxiety. Intelligence appears to be an important predictor of adjustment.

Martin⁸⁴ studied social and personality correlates of psychological adjustment in perimenopausal women. Findings is that social support, narcissism, locus of control and a component of career salience achieved significant relationship to the dependent adjustment measures of depression, anxiety and self-esteem.

Sushma⁸⁵ found that no significant differences were observed between the juvenile and adult female offenders on personality characteristics, intelligence, achievement, motivation, adjustment and socio economic status. Offenders were maladjusted in all the areas of adjustment.

Chobey⁸⁶ compared personality factors, academic achievement and scholastic achievement of socially high and low deprived tribal youths of Rajasthan but did not find any difference in the personalities and academic achievement of these two groups.

Most of the studies therefore indicate that students adjustment is related to their personality factors/traits.

Conclusion

It is revealed from the review of literature that socio-economic status, environment, region, community difference, race difference, intelligence, urban and rural, scheduled castes and non-scheduled castes may affect the adjustment and personality of the students. Most of these studies are conducted on both the sexes and very few on female. There are number of researches showing relationship between scheduled castes and non-scheduled castes. Hence to arrive on conclusion researcher has made an effort to find out the relationship between personality and adjustment pattern of scheduled castes, other backward classes and general female students of B.A. Final year.

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CHAPTER III

METHODS & PROCEDURES

CHAPTER - III

METHODS AND PROCEDURES

In this chapter the design, methods and procedures of the study have been discussed with regard to the following heads :

- 1- Population
- 2- Sample
- 3- Variables Involved
- 4- Tools used
- 5- Collection of Data
- 6- Statistical Techniques used

The Population

In research population means observation of all the units. In the present study the female students, studying in B.A. final year of co-educational aided colleges of Bundelkhand University, Jhansi have been described as the population. Names of the degree colleges are as follows :-

- 1- Atarra College, Atarra
- 2- Bundelkhand College, Jhansi
- 3- D. V. Degree College, Orai
- 4- Gandhi Degree College, Orai
- 5- Kalpi Degree College, Kalpi
- 6- Mathura Prasad Patel Degree College, Konch
- 7- Pt. J. L. N. Degree College, Banda
- 8- Bipin Bihari College, Jhansi
- 9- B. N. V. College, Rath
- 10- Nehru Degree College, Lalitpur
- 11- Shri Agrasen Degree College, Mauranipur.

The Sample

It is difficult to study the whole population. So sample has been selected from the population which represents all the characteristics of the population. For conducting this study out of 11 aided co-educational colleges of Bundelkhand University Jhansi, six colleges were selected randomly through lottery system. According to the population of the different categories of the students a proportionate sample of 240 female students of General, 140 female students of Other backward classes and 80 female students of Scheduled castes were drawn from the population.

TABLE

Distribution of Students in different Co-educational aided Institutions

S.No.	Co-educational colleges	No. of selected students
1-	Atarra College, Atarra	102
2-	Bundelkhand College, Jhansi	45
3-	D.V. (P.G.) College, Orai	106
4-	Gandhi Degree College, Orai	60
5-	Mathura Prasad Patel Degree College, Konch	92
6-	Pt. J.L.N. Degree College, Banda	95

Variables Involved

Following variables were involved in this study.

- (i) Personality Traits/Factors
- (ii) Adjustment

Personality

In the present study a dynamic concept of personality has been considered by which a person adjusts with his environment. Personality is not a stable thing but it is dynamic and various changes take place from time to time, these changes contribute in development of an individual personality. Development of personality takes place in social circumstances and it shows by

mutual interaction with the people. In this study following sixteen personality traits/factors have been studied.

- | | |
|-----------------------------------|-------------------------------------|
| 1- A Warmth | 2- B Intelligence |
| 3- C Emotional maturity | 4- E Dominance |
| 5- F Impulsivity | 6- G Superego strength |
| 7- H Boldness | 8- J Sensitivity |
| 9- L Trust | 10- M Imagination |
| 11- N Shrewdness | 12- O Confidence |
| 13- Q ₁ Radicalism | 14- Q ₂ Self-Sufficiency |
| 15- Q ₃ Self-Sentiment | 16- Q ₄ Tension. |

Factor A

The A⁻ pole refers to as sizothymia and the A⁺ pole as affectothymia. The sizothymia individual has a temperamental inclination to cautious in emotional expression, uncompromising and critical in out look and awkwardly a loof in manner the more consistent features of affectothymia are easygoingness, accessible emotions, interest in people, predominance of affect, etc.

Factor B

The B⁻ pole refers to Low intelligence and the B⁺ Pole to High intelligence. The low intelligence individual tends to be slow to learn and grasp, dull, given to concrete and literal interpretation on intelligence. His dullness may be simply a reflection of low intelligence or it may represent poor functioning due to psychopathology. The high intelligence person tends to be quick to grasp ideas, a fast learner. There is some correlation with level of culture, and some with alertness. High scores contraindicate deterioration of mental functions in pathological conditions.

Factor C

The C⁻ pole refers to emotional instability or ego weakness and the C⁺ pole as higher ego strength. Lower ego strength individual tends to be low in frustration, tolerance for unsatisfactory conditions, changeable and plastic,

evading necessary reality demands, neurotically fatigued, fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms. The more consistent features of higher ego strength are emotionally mature, stable, realistic about life, unruffled, possessing ego strength, better able to maintain solid group morale. Sometimes he may be a person making a resigned adjustment to unsolved emotional problems.

Factor E

In women, the dominance traits '*hypochondrical*' '*socially poised*', '*prominent*' and '*attention-getting*' are more highly loaded in the dominance factor than they are in men. The E⁻ pole refers to as submissiveness and the E⁺ pole as dominance. The submissive person gives way to other, to be docile and to conform and often dependent, confessing, anxious for obsessional correctness while dominant individual is assertive, self assured, independent minded, hostile, authoritarian (managing others) and disregards authority.

Factor F

The F⁻ pole refers to as desurgency and the F⁺ pole as surgency. The disurgent person is more restrained, reticent, introspective, sober and dependable. While surgent show more cheerful, active, talkative, frank, expressive, efferverscent and carefree. He is frequently chosen as an elected leader. He may be impulsive and merciful. Examination of origins show that surgent persons have generally had an easier less punishing, more optimism creating environment or that they have a more happy-go-lucky attitude through less exacting aspirations while the desurgent show more headache, worrying irritability, depressive retardation, phobias and nightmares.

Factor G

The G⁻ pole refers to weaker superego strength and the G⁺ pole as stronger superego strength. Lower superego strength individual tends to be unsteady in purpose and he is often casual and lacking in effort for group undertaking and cultural demands. His freedom from group influence may lead

to anti social acts but at time make him more effective while his refusal to be bound by rules, causes him to have less somatic upset from stress. Stronger superego strength person tends to be exacting in character, dominated by sense of duty, persevering responsible, planful, "fills the unforgiving minute". He is usually conscientious and moralistic, and he prefers hard working people to witty companions.

Factor H

The H^- pole refers to as threctia and the H^+ pole as parmia. The threctia individual tends to be shy, withdrawing, cautious, retiring a wallflower. He usually has a inferiority feelings and to be slow and impeded in speech and in expressing himself, dislikes occupations with personal contacts, prefers one or two close friends to large groups and is not given to keeping in contact with all that is going on around him while parmia person tends to be sociable, bold, ready to try new things, spontaneous and abundant in emotional response.

Factor I

The I^- pole refers to as harria and the I^+ pole as premsia. The harria individual tends to be practical, realistic, masculine. independent, responsible but skeptical of subjective, cultural elaboration. While the premsia person tends to be tender minded, day dreaming, artistic, fastidious feminine, seeking help and sympathy, anxious about self, he dislikes crude people and rough occupations.

Factor L

The L^- pole refers to as alaxia and the L^+ pole as protension. The alaxia person tends to be free of jealous tendencies, adaptable, cheerful, un-competitive, concerned about other people, a good teamworker. The protension person tends to be mistrusting and doubtful. He is often involved in his own ego is self opinionated and interested in internal, mental life. He is usually deliberate in his actions concerned about other people, a poor team member.

Factor M

The M^- pole refers to as praxenia and the M^+ pole as autia. The praxenia individual tends to be practical, careful, conventional, regulated by

external realities, proper. Autia individual tends to be unconventional, unconcerned over everyday matters, bohemian, absent minded, self motivated, imaginatively creative, concerned with 'essentials' and oblivious of particular people and physical realities etc.

The M^+ individuals in groups tends to feel unaccepted but unconcerned. They participate and make original leadership suggestions.

Factor N

The N^- pole refers to as artlessness and N^+ pole as shrewdness. The artlessness individual tends to be unsophisticated, sentimental and simple. He is sometimes crude and backward but easily pleased and content with what comes and is natural and spontaneous. The shrewdness individual tends to be polished, experienced, worldly, shrewd. He is often hardheaded and analytical. He has an intellectual, unsentimental approach to situations, an approach akin to cynicism.

Factor O

The O^- pole refers to as untroubled adequacy and O^+ pole as guilt proneness. The untroubled adequate person tends to be placid, self assured, confident, secure, complacent etc. The guilt proneness individual tends to be depressed, moody, a worrier, full of foreboding and brooding.

In the questionnaire responses the O^+ individual feels that he is unstable, reports from exciting situations is unstable to sleep through worrying is easily downhearted and remorseful is inclined to piety, prefer books and quiet interests to people and noise.

Factor Q_1

The pole Q_1^- refers to as conservatism of temperament and the Q_1^+ pole as radicalism. The Q_1^- individual tends to be conservative, respecting established ideas, tolerant of traditional difficulties. The more consistent features of radicalism are experimenting, liberal, analytical, free thinking etc.

Q_1 items show that they express more interest in science than religion, more interest in analytical thought, in modern essays, in reading as

opposed to class instruction, in breaking the crust of custom and tradition, and in leading and persuading people.

Factor Q_2

The Q_2^- pole refers to as group dependency and the Q_2^+ pole as self sufficiency. The group dependent prefers to work and make decisions with other people, likes and depends on social approval and admiration, in conventional and fashionable. The self sufficient person prefers own decisions, and resourceful.

Occupationally Q_2 is very high for farmers, writers, scientists and criminals.

Factor Q_3

The Q_3^- pole refers to as low self sentiment integration and the Q_3^+ pole as high strength of self sentiment. Low integration individual is undisciplined, selfconflict, careless of protocol, lax and follows own urges. High self concept control person is controlled exacting will power, socially precise, compulsive, following self image, etc.

Factor Q_4

The Q_4^- pole refers to as low ergic tension and the Q_4^+ pole as high ergic tension. Low ergic tension individual is relaxed, tranquil, torpid, unfrustrated, composed. High ergic tension individual is tense, frustrated, driven, overwrought, fretful.

Person high in Q_4 rarely achieve leadership. Also, they take a poor view of the degree of group unity.

ADJUSTMENT

In the present study adjustment means a relationship between the individual and his environment through which individuals needs are satisfied in accordance with their social demands because a person attempts to meet its demands with the resources of his environment. In the persent study five areas of adjustment are included -

- (i) Home Adjustment
- (ii) Health Adjustment
- (iii) Social Adjustment
- (iv) Emotional Adjustment
- (v) Educational Adjustment

(i) Home Adjustment

Home adjustment means adjustment of an individual at his home. If his behaviour is good at home, he obeys his parents and elders, he loves his youngers and consequently he is said to be well adjusted at home. Low scores indicate satisfactory adjustment. Individuals scoring high tend to be unsatisfactory adjusted towards their home surroundings.

(ii) Health Adjustment

If a person has good health and has no tension about his health, has no worries and no diseases, he is well adjusted in terms of health. Low scores indicate satisfactory health adjustment and high scores unsatisfactory adjustment.

(iii) Social Adjustment :- Social adjustment means adjustment of individuals to their social groups. It provides an index of their social relations and popularity. It reduces their tensions, make them happy and socially efficient. They participate in group activities and feel social ease in group situations. They are unselfish and concrete on their duties. They do not like to enjoy special privileges. Individuals scoring low are submissive and retiring. High scores indicate aggressive behaviour.

(iv) Emotional Adjustment

Emotional adjustment refers to individual's adjustment to emotional situations and stability in his nature. It leads to tension, reduction and facilitates concentration, motivation and learning. An emotionally adjusted person is comparatively free from tensions, worries, strains, stresses, conflicts and is stable in his behaviour. High scores indicate unstable emotion. Individuals with low scores tends to be emotionally stable.

(v) Educational Adjustment

Educational adjustment means adjustment of students to their curricular and co-curricular programmes. Educationally well adjusted students select their courses according to their abilities and interest. They have good study habits, positive attitude towards schooling and stronger need for scholastic achievement. They enjoy their educational programme and respect their teachers.

Individuals scoring high are poorly adjusted towards their curricular and co-curricular programmes. Persons with low scores are interested in the educational activities.

TOOLS

In order to investigate any problem the researcher has to apply various tools and techniques for the collection of data. In the present study two tools were used for the collection of data.

Personality Traits/Factors

In the present study for the measurement of personality factors Hindi adaptation of Cattell's¹ Sixteen Personality Factors Questionnaire (16PF) FORM A (IPAT's - 1967 Edition) was selected. This test was prepared by RAYMOND B. CATTELL and HERBERT W. EBER. The adaptation has been done by S.D. Kapoor and is widely used in India. This is an objectively scorable test devised by basic research in psychology to give the most complete coverage of personality possible in a short time. The test was designed for use with individuals aged sixteen and above.

Comprehensive coverage of personality rests upon measurement of sixteen functionally independent and psychologically meaningful dimensions isolated and replicated in more than thirty years of factor analytic research on normal and clinical groups. Each of the sixteen personality factors is listed with its alphabetic designation and brief descriptions of low and high scores. The

test is most appropriate for the fully literate persons i.e. whose educational level is equivalent to that of the normal high school students.

The 16 dimensions measured by the 16 P.F. test are essentially independent of each other, i.e. the correlation between one dimension and other is usually small. It is because of its independence and having a certain position on one dimension. Thus the information gathered from this test is superior to many other multi - dimensional tests of personality. These qualities of the scale led to its inclusion in the present study.

In the test there are ten to thirteen items for each factor. The questions are arranged in a roughly cyclic order determined by a plan to give maximum convenience in scoring by stencil and to ensure variety and interest for the examinee. For every question three alternative answers have been provided. The answers are given on a separate answer sheet. No item is to be left unanswered. Scoring was done by means of hand scoring keys. Separate scores obtained for all the sixteen factors. There was no limitation of the time for the test but it took 45-60 minutes approximately.

As regards reliability of the test, dependability coefficients (based on short term test retest) and stability coefficient (based on retest after a longer interval) have been reported for all the factor scales. These coefficients were found to be significantly high as shown in table.

TABLE - 3.1

16 PF : Test Retest with DEPENDABILITY COEFFICIENTS

2 TO 7 Day Intervals

Source Trait

Form	A	B	C	E	F	G	H	I	L	M	N	O	Q ₁	Q ₂	Q ₃	Q ₄
A ^a	86	79	82	83	90	81	92	90	78	75	77	83	82	85	80	72
A ^b	81	58	78	80	79	81	83	77	75	70	61	79	73	73	62	81
B ^a	75	54	74	80	81	77	89	79	77	70	60	81	70	75	62	87

A^a Canadian Subjects : N = 243, high School males and females.

A^b American Subjects : N = 146, 79 employment counsellors and

67 undergraduate students

ADMINISTRATION AND SCORING

Firstly, the investigator tried to establish good 'rapport' with the examinees by saying that he was not giving them any test. To begin with, he gave each of them a booklet and a separate answer sheet. Although simple and clear instructions were printed for the examinees on the cover page of the test booklet yet the investigator himself had read loudly all the instructions and told his examinees to be frank and honest in giving answers. He asked them to fill their identification i.e. name, name of the institution, father's name, age, correspondence address, etc. He also gave them five minutes for reading the instructions silently.

After reading the general instructions, the investigator enquired from the examinees whether they had understood the instructions? The queries made by the students were replied to their satisfaction. The investigator then asked the students to open their booklets and proceed. This test was untimed but the investigator reminded the examinees that they should tally and should give immediate answers. After ten minutes, he reminded by saying, "most students were now doing question" (according to the observation). An average student took forty five to sixty minutes to complete the test. Before collecting the answer sheets, he had seen that all the students have filled their names, etc. and one and only one, answer was given for every question on the test.

Procedure for scoring

The scoring of the 16 PF Questionnaire was very easy. Each answer scored 0, 1 or 2 points, except the factor B (intelligence) answer which score 0 (incorrect) or 1 (correct). The score of each item contributes to only one factor total. Tests can be either hand scored with a stencil key or machine scored but in this investigation, hand scoring was done by stencil key. The answer appeared as pencil marks in the boxes on the given answer sheet. Two cardboard stencil scoring keys were used, one covered Factors A, C, F, H, L, N, Q₁ and Q₃ and the other Factors B, E, G, I, M, O, Q₂ and Q₄. The method

was very simple. Firstly, the investigator had to fit stencil 1 over the answer sheet and had to count the marks visible through the holes for Factor A, allowing either 2 or 1 score as indicated by the number printed adjacent to the hole. The total of these scores was entered in the space indicated by the arrow on the stencil for Factor A (raw scores) but not that factor B (intelligence) is peculiar in that each correct mark visible in a hole gives a score of 1 only and all the raw scores of the factors were counted in the same manner.

Before using the stencils, the investigator had to take a quick look at each answer sheet to make sure that there were no odd unscorable responses, e.g. marking two out of three alternatives or entirely omitting any response to an item.

ADJUSTMENT

There are a number of adjustment's inventory to measure the adjustment for example.

- (i) Highschool Adjustment Inventory - Singh and Sen Gupta
- (ii) Adjustment Inventory for School Students - Sinha and Singh
- (iii) Adjustment Inventory Hindi - R.K. Ojha
- (iv) Adjustment Inventory Hindi - V.K. Mittal

The investigator carried out a survey of various adjustment inventories and out of these inventories the 'Adjustment Inventory for college students' (AICS) by A.K.P. Sinha and R.P. Singh² was selected due to the following reasons :

- (1) This adjustment inventory has been designed for use with Hindi college students of India.
- (2) This inventory discriminates between well adjusted and poorly adjusted students. It measures adjustment in five areas of adjustment (Home, Health, Social, Emotional, Educational). The test is helpful in screening the poorly adjusted students who may need further psychodiagnostic study and counselling.

- (3) It can be administered and scored easily. It has 102 items of 'Yes' and 'No' types. Ordinarily an individual takes 18 minutes in completing the test.
- (4) It has been standardized on randomly selected representative sample of 2280 students (1550 M, 730 F) of Patna and Magadh university.
- (5) It is evident from the table 3.2 that this inventory is the most reliable tool.

TABLE 3.2

Reliability Co-efficients

Method Used	Home a (क)	Health b (ख)	Social c (ग)	Emotional d (घ)	Educational e (च)	Total
Spilt half	.87	.83	.96	.95	.97	0.94
Test-retest	.85	.82	.95	.94	.96	0.93
Hoyt's method	.86	.85	.95	.95	.94	0.94
K-r formula-20	.84	.82	.92	.94	.93	0.92

(6) In item analysis validity coefficients determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant at .001 level.

Intercorrelations among the five areas of inventory were calculated. The correlation matrix is presented in the following table

TABLE 3.3

Correlation Matrix of the Five Areas

Areas	a (क)	b (ख)	c (ग)	d (घ)	e (च)
a (क) Home	-	.22	.16	.26	.25
b (ख) Health	.22	-	.14	.25	.22
c (ग) Social	.16	.14	-	.21	.20
d (घ) Emotional	.26	.25	.21	-	.32
e (च) Educational	.25	.22	.20	.32	-

Table 3.3 reveals that correlation among various areas vary from 0.14 to 0.32 with an average of 0.22.

(7) Percentile norms were also available for both males and females of all the five areas of adjustment separately and also for the whole inventory.

The same procedure for selecting this test was applied as for 16 PF Questionnaire. This test is available in the form of reusable booklets and separate answer-sheets for giving answers. The investigator, first had distributed the booklets and answer sheets and had read the instructions aloud. Then he asked the students to start the work.

Following instructions were given on the front page of adjustment inventory.

- 1- Do not open or turn any page of this booklet until you are told to do so.
- 2- Do not make any mark in this booklet and handle it with care.
- 3- You have this booklet in which some questions relating to your personality are given and your answers to be marked on the separate answer sheet provided.
- 4- You will find two cells against each question on the answer sheet. Look from your side left hand cell is indicating 'Yes' response while right hand cell is indicative of 'No' response. Out of these two cells you have to draw a circle around any one which is applicable on you.
- 5- Your responses will be kept completely secret, so answer them without hesitation.
- 6- There is no limit, but try to finish it as early as possible.

The scoring of the answer sheet was very easy. Transparent scoring keys were used for each area and responses marked under circle were noted and each was assigned a weightage of one (1) score. The five different categories of adjustment were 'A' which stood for excellent, 'B' for good 'C' for average, 'D' for unsatisfactory and 'E' for very unsatisfactory. The following table presents the classification of adjustment for total scores.

TABLE 3.4

Classification of Adjustment in terms of Categories

Categories	Description	Range of Scores	
		Male	Female
A	Excellent	12 and below	12 and below
B	Good	13-28	13-27
C	Average	29-45	28-42
D	Unsatisfactory	46-61	43-57
E	Very Unsatisfactory	62 and above	58 and above

Table 3.4 shows the classification of adjustment for male and female.

Table 3.5 shows the classification of adjustment for male and female in respect of the five areas- Home, Health, Social, Emotional and Educational.

TABLE 3.5

Classification of Adjustment in terms of Categories in the Five Areas

Area	Category	Description	Range of Scores	
			Male	Female
Home a (क)	A	Excellent	0 - 1	0 - 1
	B	Good	2 - 3	2 - 3
	C	Average	4 - 7	4 - 5
	D	Unsatisfactory	8 - 9	6 - 8
	E	Very Unsatisfactory	10 and above	9 and above
Health b (ख)	A	Excellent	0 - 1	Zero
	B	Good	2 - 3	1 - 2
	C	Average	4 - 5	3 - 6
	D	Unsatisfactory	6 - 8	7 - 9
	E	Very Unsatisfactory	9 and above	10 and above
Social c (ग)	A	Excellent	0 - 2	0-3
	B	Good	3 - 6	4-6
	C	Average	7 - 9	7 - 9
	D	Unsatisfactory	10 -12	10 -12
	E	Very Unsatisfactory	13 and above	13and above

d (घ)	Emotional A	Excellent	0 - 1	0 - 1
	B	Good	2 - 7	2 - 7
	C	Average	8 - 15	8 - 14
	D	Unsatisfactory	16 - 21	15 - 21
	E	Very Unsatisfactory	22 and above	22 and above
e (च)	Educational A	Excellent	0 - 1	0-1
	B	Good	2 - 4	2 -4
	C	Average	5 - 9	5 - 8
	D	Unsatisfactory	10 - 14	9 - 12
	E	Very Unsatisfactory	15 and above	13 and above

From above table we can say that low scores indicate satisfactory adjustment while high scores tends to be unsatisfactorily adjusted.

Table 3.6 shows Mean and S.D. of male and female in respect of five areas.

TABLE 3.6

Adjustment Area	Male		Female	
	Mean	SD	Mean	SD
a (क) Home	4.95	2.82	4.24	2.16
b (ख) Health	4.26	2.64	4.04	2.92
c (ग) Social	8.14	2.48	8.46	2.56
d (घ) Emotional	11.21	5.65	11.48	5.83
e (च) Educational	7.25	3.90	6.69	3.60

Statistical Technique used

First purpose of this study was to compare the adjustment and the personality traits/factors of female students of different categories. The data obtained on various dimensions of adjustment and personality traits/factors were tabulated separately. Mean scores and Standard Deviations of each group on various dimensions of these variables were calculated. Profiles for different groups were prepared on the basis of mean scores and plotted in figures to give a comparative picture.

Hence the comparison between different groups were made on the basis of the t-test with 0.05 and 0.01 levels of confidence considered significant. Hypothesis from 1 to 2 were tested applying two tailed t-test. The following formula has been used:

$$t = \frac{\text{Difference between means}}{\text{Standard error of the difference}}$$

$$= \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

M_1	=	Mean of Group 1
M_2	=	Mean of Group 2
σ_1	=	S. D. of Group 1
σ_2	=	S. D. of Group 2
N_1	=	Total number of Students in Group 1
N_2	=	Total number of Students in Group 2

The technique of chi-square was applied to find out the relationship between adjustment and personality traits of different categories. Technique of chi-square was used to test the hypothesis No 3. The technique of chi-square was applied by preparing 3x3 contingency table for different variables. The scores on different dimensions of adjustment and personality traits were divided into the three categories, using manuals. The equation of chi-square is stated as follows :

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

(Chi- square formula for testing agreement between observed and expected results)

in which

fo = frequency of occurrence of observed or experimentally determined facts.

fe = expected frequency of occurrence on same hypothesis.

The difference between observed and expected frequencies are squared and divided by the expected number of each case and the sum of these quotients is χ^2 .

The degree of freedom were calculated as follows

$$df = (r - 1) (c - 1)$$

In which r is the number of rows and c is the number of columns in which the data are tabulated.

The contingency coefficient (C), provides a measure of correlation when each of the two variables under study have been classified into two or more categories. In the present study C is calculated by the following formula

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

Where N is the total number of frequency.

REFERENCES

- 1- Cattell, R.B. - *Manual for the 16 P.F. with Bibliographic Supplement*, the Psycho-Centre, New Delhi-1100016, First Indian Reprint 1982, 5-22.
- 2- Sinha A.K.P. and Singh R. P. - *Manual for Adjustment Inventory for College Students (AICS)*., National Psychological Corporation, Agra, 1995, 2-7.

CHAPTER IV

THE DATA : IT'S ANALYSIS & FINDINGS

CHAPTER - IV

THE DATA : IT'S ANALYSIS AND FINDINGS

This chapter presents the data, its analysis interpretation and results. The whole study attempted to answer the following questions.

- 1- Do the general, other backward classes and scheduled castes female students differ among themselves with regard to the adjustment.
- 2- Do the general, other backward classes and scheduled castes female students differ among themselves with regard to the personality traits/factors.
- 3- Is there any significant relationship between the adjustment and personality traits/factors of female students.

The results have been presented according to the following scheme. A mention of this may facilitate to understand the whole view of the work done.

PART A

Inter group comparison of general, other backward classes and scheduled castes female students on Adjustment.

PART B

Inter group comparison of general, other backward classes and scheduled castes female students on personality traits/factors.

PART C

Relationship between female students adjustment and personality traits/factors.

PART - A

In this section an attempt has been made to compare the adjustment of female students of three categories namely, general, other backward classes and scheduled castes.

In order to measure the adjustment, the researcher has used 'Adjustment Inventory for college students' constructed by Sinha and Singh.'

Adjustment Profiles of Students in the Categories of General, Other Backward Classes and Scheduled Castes

The scores obtained by general, other backward classes and scheduled castes female students on five dimensions of adjustment scale were tabulated. Mean scores and S.D. for each dimension of adjustment were calculated.

TABLE 4.1

THE MEAN SCORES OF GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES FEMALE STUDENTS ON A STUDY OF ADJUSTMENT

S.No.	Adjustment	General female students	Other backward classes female students	Scheduled castes female students
1-	Home	4.191	4.862	4.887
2-	Health	3.683	4.528	4.212
3-	Social	7.708	7.821	8.212
4-	Emotional	13.991	13.823	13.55
5-	Educational	6.441	7.05	6.812
6-	Total	36.016	38.092	37.675

Fig. 4.1 gives a comparative picture of adjustment profiles of the three categories under consideration. And fig.4.2 shows the comparative bar diagram of total adjustment of three categories.

The mean adjustment score of general, other backward classes and scheduled castes female students is plotted in fig 4.1 and 4.2. It may be noted that there is overlapping on most of the scales. The distribution of emotional adjustment of all the three groups cluster more towards the higher side of the scale, while the distribution of health adjustment is towards the lower side of the scale. All the three groups show elevation on the scale of emotional adjustment.

The trend of all the three curves is similar on the scale of educational adjustment with a slight depression in case of general students, indicating more educational adjusted than the other two groups. On the scale of emotional adjustment scheduled castes show low mean scores reflecting more adjusting response on emotional dimension than the general and other backward classes students.

ADJUSTMENT PROFILES OF GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES STUDENTS

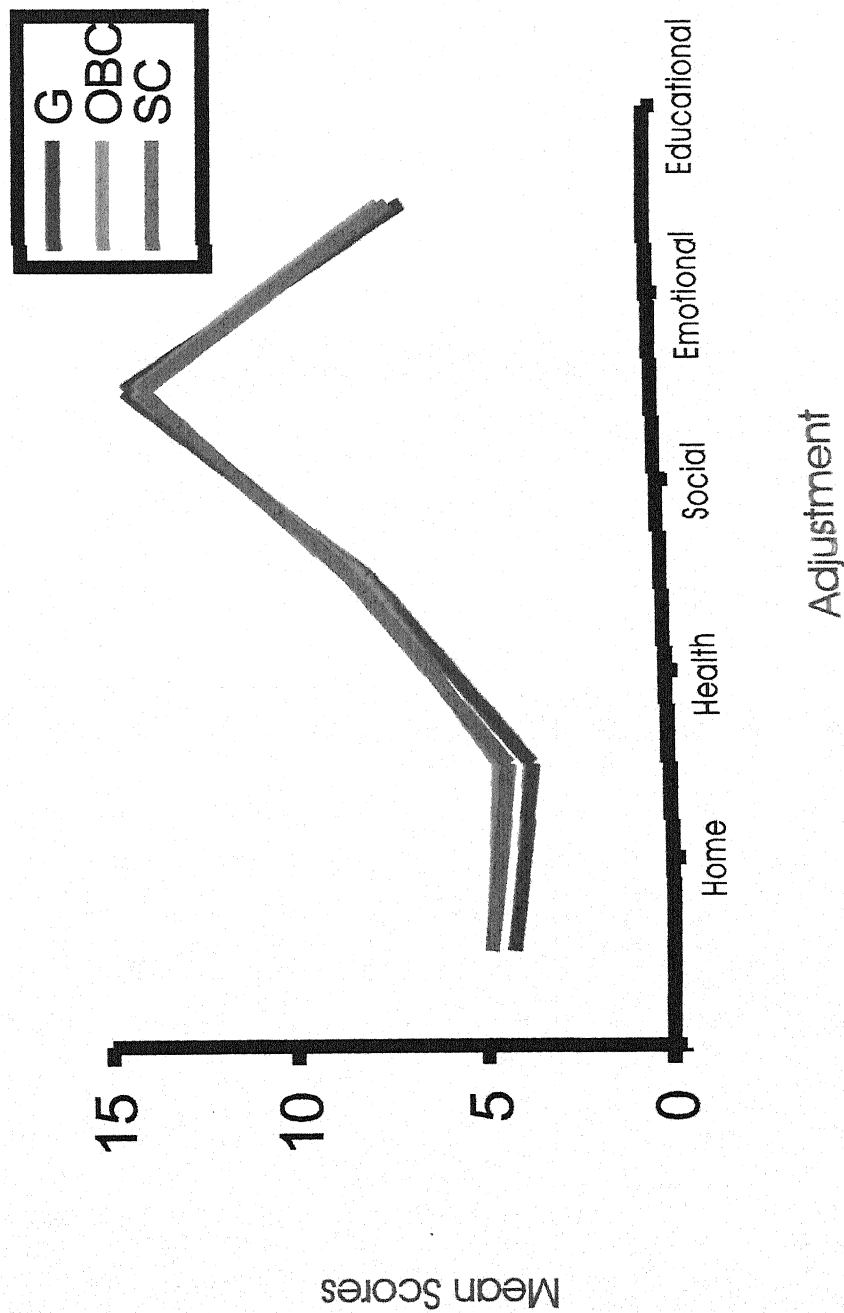
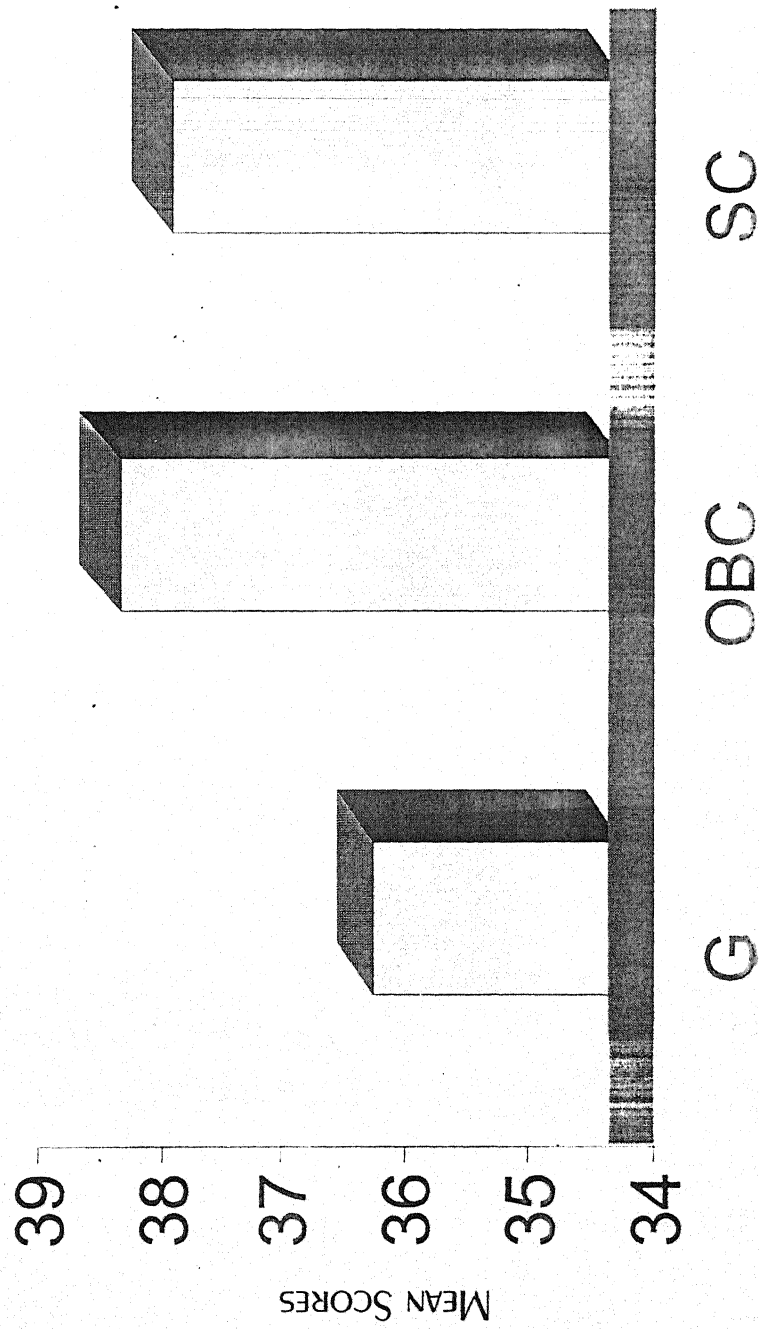


FIG 4.1

**TOTAL ADJUSTMENT PROFILES OF
GENERAL, OTHER BACKWARD CLASSES & SCHEDULED CASTES STUDENTS**



ADJUSTMENT

FIG. 4.2

Among Various Sub-groups

Inter-Group Comparison of Female Students on Adjustment

Hypothesis 1 (a)

There is no significant difference between the adjustment of general and other backward classes female students.

The purpose of this hypothesis was to analyse the difference between the adjustment of general and other backward classes female students. To test the hypothesis t-test was applied.

The results of the comparison of general and other backward classes female students on Adjustment are given in table 4.2.

TABLE 4.2

MEAN, S.D. AND C.R. VALUES OF ADJUSTMENT OF GENERAL AND OTHER BACKWARD CLASSES STUDENTS

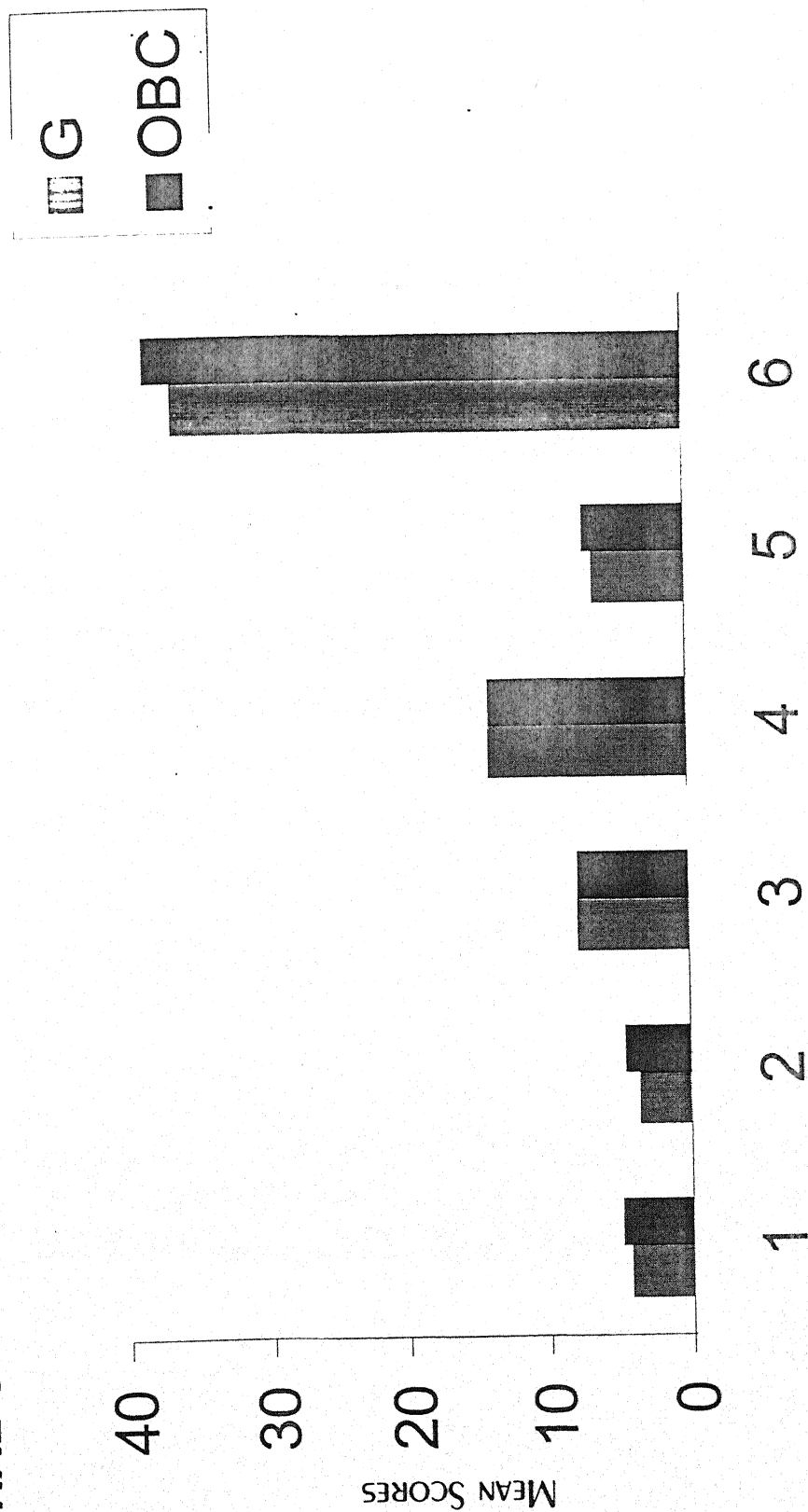
S.NO.	Adjustment	General Students			Other backward classes Students			CR	P
		N	Mean	S.D.	N	Mean	S.D.		
1-	Home	240	4.191	2.288	140	4.862	2.784	2.251	.01
2-	Health	240	3.683	2.307	140	4.528	3.079	2.835	.05
3-	Social	240	7.708	2.782	140	7.821	2.593	1.402	NS
4-	Emotional	240	13.991	4.707	140	13.823	4.975	0.314	NS
5-	Educational	240	6.441	2.887	140	7.05	4.420	1.467	NS
6-	Total	240	36.016	11.484	140	38.092	13.704	1.510	NS

It may be observed that other backward classes female students yielded significantly higher score on the home and health scale. The difference on the home scale is significant at 0.05 level.

Differential adjustment structure of general and other backward classes is shown in Fig. 4.3 .

On the basis of results it may be said that general and other backward classes students differ in their home and health adjustment and general students adjust better in comparison to other backward classes students.

COMPARISON OF GENERAL & OTHER BACKWARD CLASSES STUDENTS ON ADJUSTMENT



ADJUSTMENTS

FIG. 4.3

The reason behind this may be that behaviour of general students is good at home. They obey their parents and elders, they love their youngers. And general students health adjustment is better than other backward classes because they have less tension and worries about their health. Hypothesis 1(a) is rejected on home and health dimensions and accepted on social, emotional, educational, dimensions and total adjustment. As a whole total adjustment of two groups do not differ significantly.

Raju and Raj² reported that backward classes and high castes students have no significant difference on family and social adjustment. Thus the findings of present study is supported to some extent on social adjustment and contradictory to home adjustment.

Hypothesis 1 (b)

There is no significant difference between the adjustment of general and scheduled castes female students.

The purpose of this hypothesis was to analyse the difference between the adjustment of general and scheduled castes female students. To test the hypothesis t-test was applied with 0.01 and 0.05 level of significance. The adjustment mean scores, S.D. and C.R. of general and scheduled castes students is shown in table 4.3.

TABLE 4.3
MEAN, S.D. AND C.R. VALUES OF ADJUSTMENT OF GENERAL AND SCHEDULED CASTES STUDENTS

S.No.	Adjustment	General Students			Scheduled castes Students			CR	P
		N	Mean	S.D.	N	Mean	S.D.		
1-	Home	240	4.191	2.288	80	4.887	1.918	2.468	.01
2-	Health	240	3.683	2.307	80	4.212	2.078	1.923	.01
3-	Social	240	7.708	2.782	80	8.212	2.475	1.541	NS
4-	Emotional	240	13.991	4.707	80	13.55	3.697	0.861	NS
5-	Educational	240	6.441	2.887	80	6.812	2.843	1.010	NS
6-	Total	240	36.016	11.484	80	37.675	9.013	1.327	NS

Differential adjustment structure of general and scheduled castes students is shown in fig 4.4

The scheduled castes female students yielded significantly higher score on home and health adjustment scales than the general students. The differences between these two groups on these two dimensions of adjustment are significant at 0.01 level and the two groups do not differ significantly on the other three dimensions of adjustment. As a whole total adjustment of two groups do not differ significantly. Hypothesis 1(b) is rejected on home and health dimensions and accepted on social, emotional, educational dimensions and total adjustment.

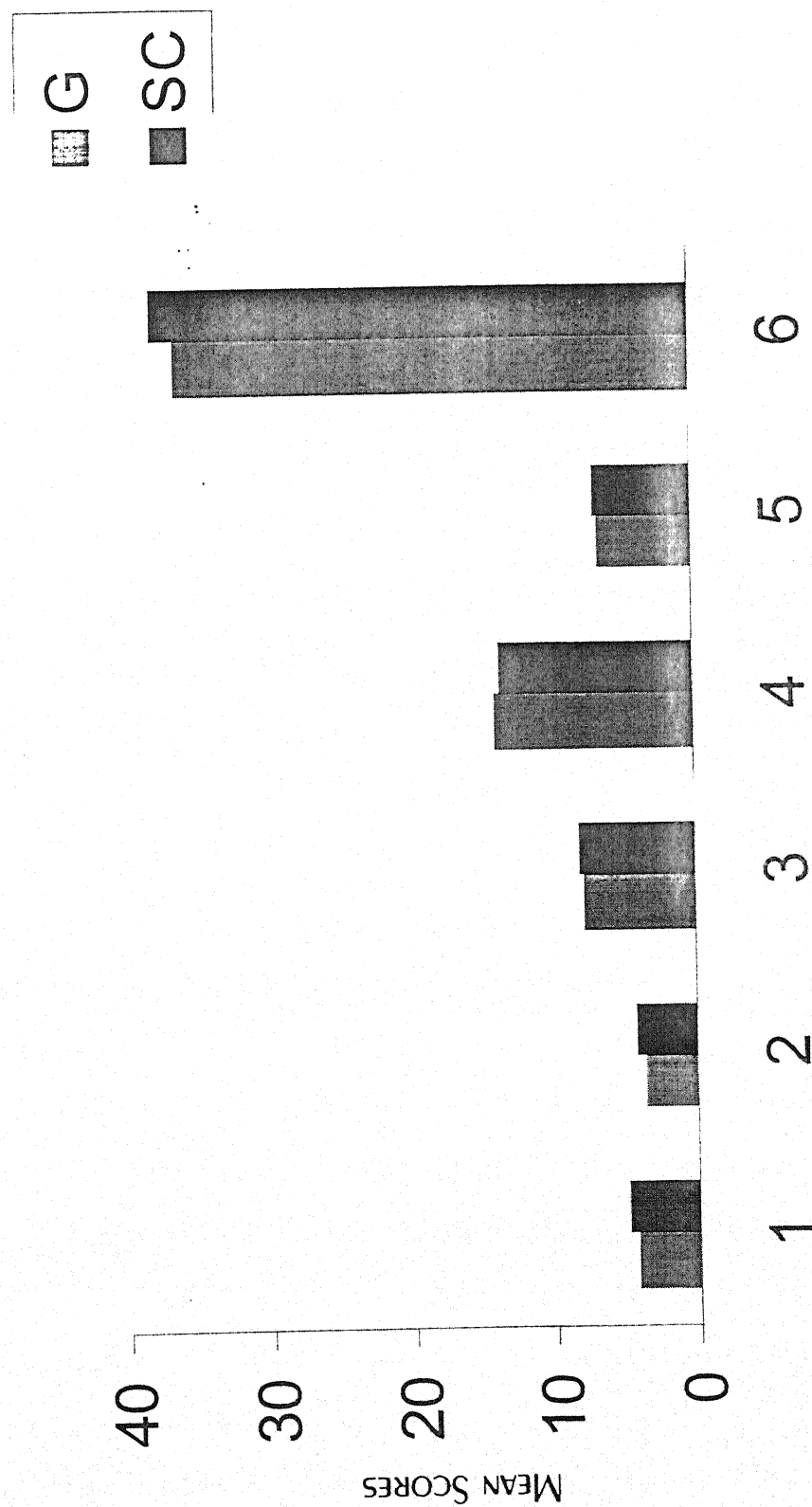
The results of Table 4.3 reveal that the general students are more adjusted in home and health situations of life than the scheduled castes female students. So we may say that behaviour of general students is good at home, their family environment is better than scheduled castes, they obey their parents and elders, loves their youngers, and general students health adjustment is also better than other backward classes. They may have less tension and less worries about their health.

Generally social and economic conditions and living standard of scheduled castes are not so good as we think. The differences in these conditions may be the cause of variation in adjustment of general and scheduled castes students.

Bansal³ reported significant difference on home and health adjustments of high caste and scheduled caste (Hindu Adolescents) students. Thus the findings of present study is supported to some extent by this study.

Bansal³ also reported significant difference on the social, emotional and educational adjustments of high caste and scheduled caste students. These results are contradictory to the findings of this study.

COMPARISON OF GENERAL & SCHEDULED CASTES STUDENTS ON ADJUSTMENT



ADJUSTMENTS

FIG. 4.4

Hypothesis 1(c)

There is no significant difference between the adjustment of other backward classes and scheduled castes female students.

The purpose of this hypothesis was to analyse the difference between the adjustment of other backward classes and scheduled castes female students. To test the hypothesis t-test was applied.

The mean scores S.D. and C.R. values of other backward classes and scheduled castes female students on "A study of Adjustment" are shown in table 4.4

TABLE 4.4									
MEAN, S.D. AND C.R. VALUES OF ADJUSTMENT OF OTHER BACKWARD CLASSES AND SCHEDULED CASTES STUDENTS									
S.No.	Adjustment	Other backward classes			Scheduled castes			CR	P
		N	Mean	S.D.	N	Mean	S.D.		
1-	Home	140	4.862	2.784	80	4.887	1.918	0.079	NS
2-	Health	140	4.528	3.079	80	4.212	2.078	0.913	NS
3-	Social	140	7.821	2.593	80	8.212	2.475	1.110	NS
4-	Emotional	140	13.823	4.975	80	13.55	3.697	0.472	NS
5-	Educational	140	7.05	4.420	80	6.812	2.843	0.648	NS
6-	Total	140	38.092	13.704	80	37.675	9.013	0.271	NS

It may be observed that the two groups do not differ significantly on home, health, social, emotional, educational and total adjustment.

On the basis of above results it may be concluded that the two groups are alike in their adjustment. Hence hypothesis 1 (c) is accepted.

Ohri and kumar⁴ reported significant difference on home, health, social, and emotional adjustment of tribal and non - tribal female students.

Adjustment of other backward classes and scheduled castes female students is presented in fig. 4.5

**COMPARISON OF
OTHER BACKWARD CLASSES & SCHEDULED CASTES STUDENTS ON ADJUSTMENT**

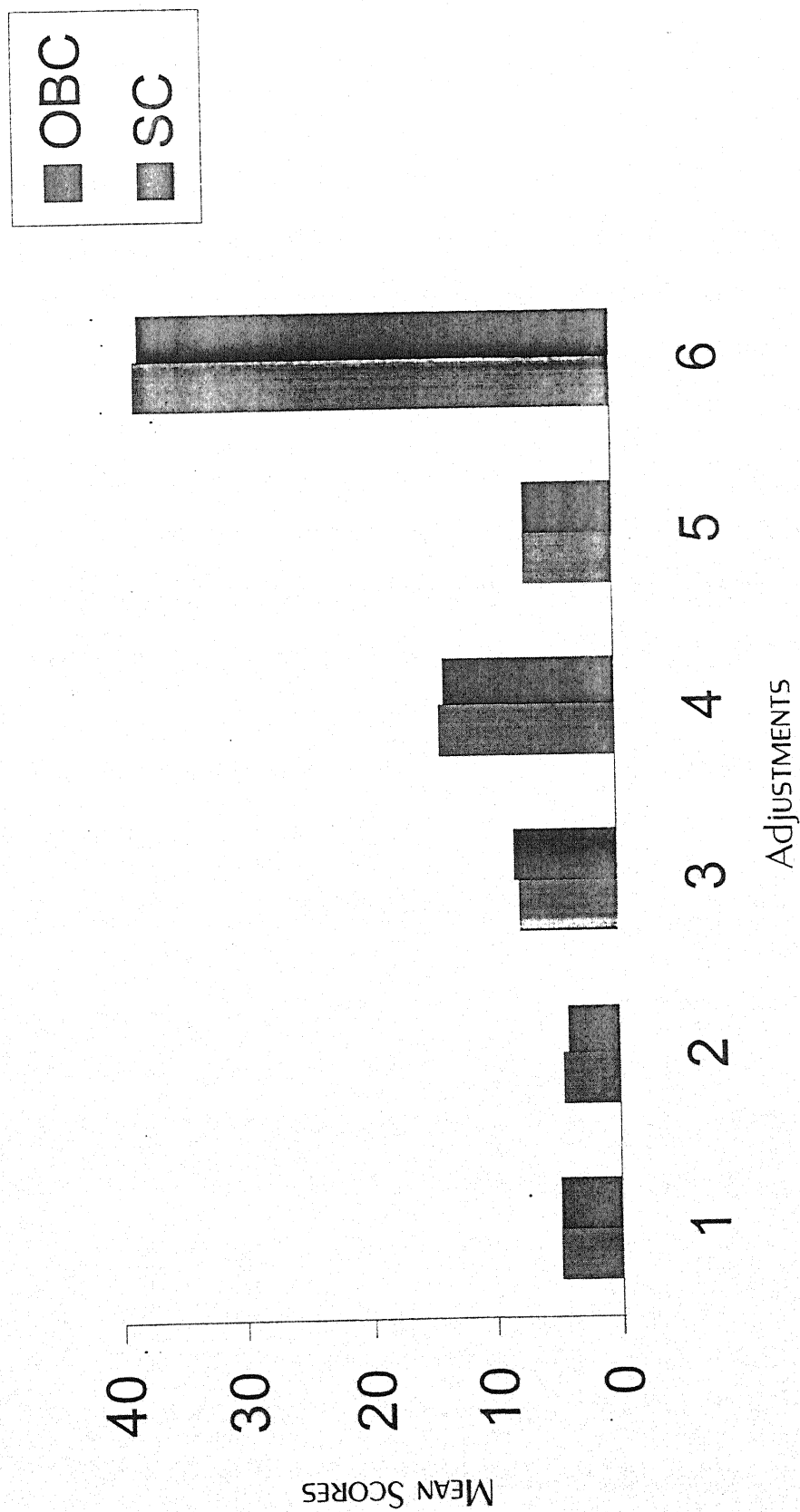


FIG. 4.5

SUMMARY OF FINDINGS OF PART - A

The analysis of data reported in table 4.1 has revealed that general students and other backward classes students, general and scheduled castes students, differ on one or more measures of adjustment.

On home adjustment scale general students obtained the lowest mean score and they differ significantly from the other backward classes and scheduled caste students. Hence, general students perceive themselves to be better on home adjustment than other backward classes and scheduled castes students.

On health adjustment scale general students also obtained the lowest mean score and they differ significantly from the other backward classes and scheduled castes students. Hence, general students perceive themselves to be more healthy than the other backward classes and scheduled castes.

On social, educational and emotional adjustment scale all the three groups yielded approximately the same mean score and they do not differ significantly.

On total adjustment all the three groups yielded approximately the same mean score and they do not differ significantly.

PART - B

In this section an attempt has been made to study and compare the personality traits of female students in three categories namely general, other backward classes and scheduled castes. In order to measure the sixteen personality factors the researcher has used Sixteen Personality Factors Questionnaire (16 PF) Form A (IPAT'S - 1967 Edition) prepared by RAYMOND B CATTELL and HERBERT W. EBER.⁵ A brief description of this inventory has been given in chapter III.

Personality profiles of female students of General, Other backward classes and Scheduled castes.

The mean S.D., C.R. of the general, other backward classes and scheduled castes female students on sixteen personality traits/factors.

TABLE 4.5
THE MEAN SCORES OF GENERAL, OTHER BACKWARD CLASSES
AND SCHEDULED CASTE FEMALE STUDENTS ON
16 PERSONALITY TRAITS/FACTORS.

S.No.	Personality Factor	General Students	Other Backward classes Students	Scheduled castes Students
1-	Warmth (A)	4.087	3.885	4.075
2-	Intelligence (B)	2.970	2.6	2.587
3-	Emotional maturity (C)	4.462	3.892	3.862
4-	Dominance (E)	5.079	5.071	5.075
5-	Impulsivity (F)	2.95	2.864	3.05
6-	Superego strength (G)	6.208	5.964	5.637
7-	Boldness (H)	5.654	5.357	5.387
8-	Sensitivity (I)	3.279	3.35	3.312
9-	Trust (L)	7.237	6.95	6.937
10-	Imagination (M)	4.712	4.735	4.875
11-	Shrewdness (N)	6.837	6.392	6.687
12-	Confidence (O)	5.72	5.792	6.7
13-	Radicalism (Q ₁)	6.841	6.892	6.95
14-	Self-Sufficiency (Q ₂)	6.025	5.885	6.175
15-	Self-Sentiment (Q ₃)	6.125	6.192	6.212
16-	Tension (Q ₄)	4.662	4.828	4.75

On the basis of averaged sten scores for each factor, a comparative picture of the sixteen P.F. profiles of general, other backward classes and scheduled castes female students were prepared as shown in fig.4.6

**PERSONALITY PROFILES OF
GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES
STUDENTS ON SIXTEEN PERSONALITY FACTORS**

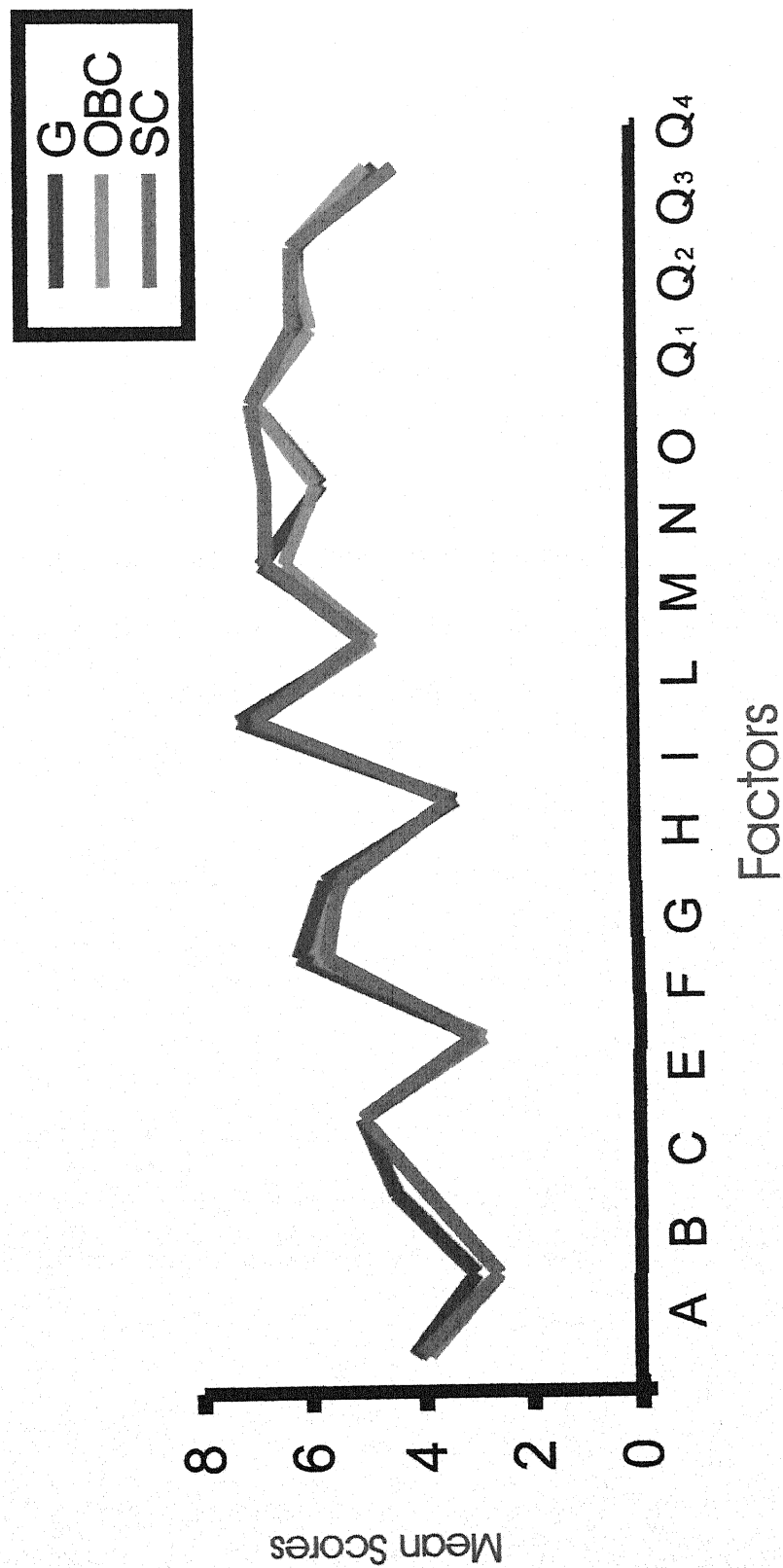


FIG 4.6

This figure indicates that there is overlapping on many of the factors. The distribution of sten scores on factor B, F, I, cluster more towards the lower side of the scale whereas the distribution of sten scores on factors E, L, N, Q₁, cluster more towards the upper side of the scale.

Three groups show slight deviation in low direction on factor B (less intelligent Vs more intelligent), factor F (Sober Vs Happy-go-lucky) and I (Tough minded Vs Tender minded). Factor B measures from less intelligent to more intelligent on the scale. The slight deviation in lower direction reveals that the groups under study are slow to learn and grasp, dull, given to concrete and literal interpretation. Among three groups general students seems to be better than other backward classes and scheduled castes students.

The sober and dependable tendency seem to be more pronounced in three groups in case of factor F. In case of factor I, three groups tend to be tough minded, self reliant, practical, realistic independent and responsible.

Three groups fall in the centre of continuum on factor E (Humble Vs Assertive), factor G (Expedient Vs Conscientious) also reveals that other backward classes and scheduled castes students show an average tendency while general students show above average tendency. They tend to be exacting in character, dominated by sense of duty, persevering responsible. On factor H (Shy Vs Venturesome) also reveals that three groups fall in the centre of continuum. On factor L (Trusting Vs Suspicious) three groups show an above average tendency. This indicates that three groups are characterised by suspiciousness. Three groups also show an above average tendency. On factor N (Forthright Vs Shrewd). This indicates that these groups are polished, experienced wordly, shrewd, penetrating.

On factor Q₁ (Conservative Vs Experimenting) three groups show an above average tendency this indicates that they are characterised by liberal, experimenting, analytical and free thinking.

On factor A (Reserved Vs Outgoing), C (Affected by feelings Vs Emotionally stable), M (Practical Vs Imaginative), O (Placid Vs Apprehensive), Q₂ (Group dependent Vs Self-Sufficient), Q₃ (Undisciplined Vs Self controlled), Q₄ (Relaxed Vs Tense) show an average tendency.

Inter Group Comparison of female students on personality factors

Hypothesis 2(a)

There is no significant difference between the personality factors/traits of general and other backward classes female students.

The purpose of this hypothesis was to find out how general and other backward classes students differ with regard to their personality traits. This hypothesis was tested on the basis of t-test.

Table 4.6 shows the results of comparison of personality traits between general and other backward classes students.

A comparative picture of personality factors of the general and other backward classes students is shown in Fig. 4.7 .

It may be observed that general students yielded significantly higher personality traits on intelligence, emotional maturity, boldness and shrewdness scales than the other backward classes students. On intelligence, boldness and shrewdness differences between the two groups were found to be significant at .05 level. The two groups did not differ significantly on the other twelve personality factors. Hence hypothesis 2(a) is rejected with regard to intelligence, emotional maturity, boldness and shrewdness. The results of table 4.6 report that general female students have significantly higher intelligence than other backward classes students. It indicates that general students are quick to grasp ideas, intelligent, a fast learner in comparison to other backward classes students.

COMPARISON OF GENERAL & OTHER BACKWARD CLASSES STUDENTS ON SIXTEEN FACTORS

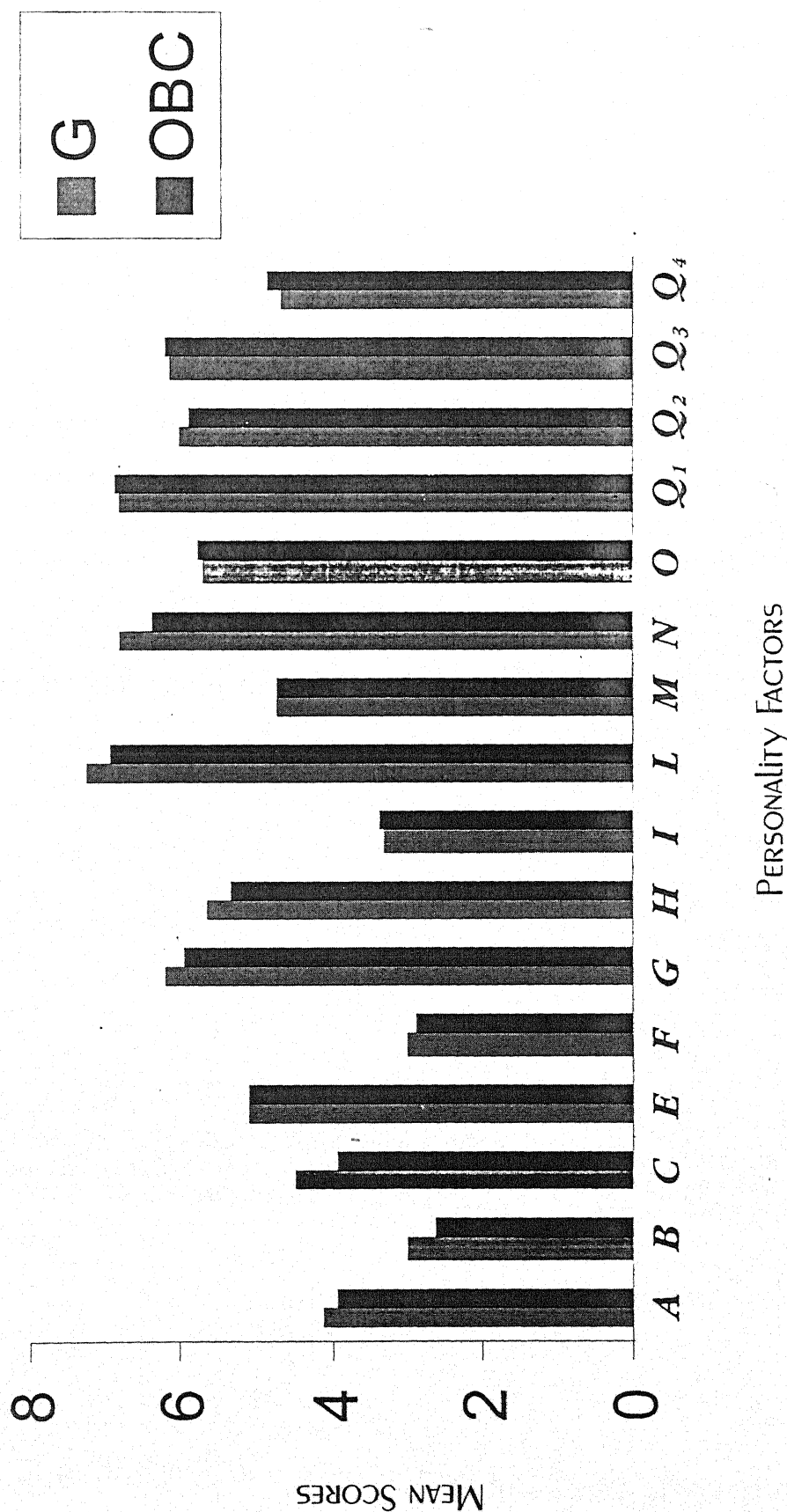


FIG. 4.7

TABLE 4.6

**MEAN, S.D. AND C.R. VALUES OF PERSONALITY
TRAITS/FACTORS OF GENERAL AND OTHER BACKWARD
CLASSES FEMALE STUDENTS**

S.NO.	Personality Trait	General Students			Other backward Classes Students			CR	P
		N	Mean	S.D.	N	Mean	S.D.		
1-	Warmth (A)	240	4.087	1.415	140	3.885	1.636	1.231	NS
2-	Intelligence (B)	240	2.970	1.661	140	2.6	1.467	2.298	.01
3-	Emotional maturity (C)	240	4.462	1.862	140	3.892	1.765	3.015	.05
4-	Dominance (E)	240	5.079	1.535	140	5.071	1.557	0.049	NS
5-	Impulsivity(F)	240	2.95	1.362	140	2.864	1.327	0.627	NS
6-	Superego (G) strength	240	6.208	1.517	140	5.964	1.510	1.544	NS
7-	Boldness (H)	240	5.654	1.209	140	5.357	1.153	2.434	.01
8-	Sensitivity (I)	240	3.279	1.409	140	3.35	1.523	0.461	NS
9-	Trust (L)	240	7.237	1.961	140	6.95	1.809	1.456	NS
10-	Imagination(M)	240	4.712	1.807	140	4.735	1.931	0.116	NS
11-	Shrewdness(N)	240	6.837	1.986	140	6.392	1.802	2.258	.01
12-	Confidence (O)	240	5.720	1.768	140	5.792	1.686	0.397	NS
13-	Radicalism (Q ₁)	240	6.841	1.589	140	6.892	1.608	0.305	NS
14-	Self (Q ₂) -Sufficiency	240	6.025	1.554	140	5.885	1.763	0.786	NS
15-	Self-Sentiment(Q ₃)	240	6.125	1.873	140	6.192	1.597	0.376	NS
16-	Tension (Q ₄)	240	4.662	1.582	140	4.828	1.415	1.077	NS

General students also yielded significantly high score on emotional maturity indicating higher ego strength. It reveals that they are emotionally mature, stable, realistic about life, etc. While other backward classes students indicating emotional instability are low in frustration, tolerance for unsatisfactory conditions, changeable and plastic, fretful, easily emotional and annoyed, active in dissatisfaction, etc.

General students also yielded significantly higher score on boldness than other backward classes indicating that general students are sociable, bold, ready to try new things, spontaneous while other backward classes students are shy, withdrawing, cautious. General students yielded significantly high score on factor N indicating shrewdness. It shows that they are polished, experienced worldly shrewd. While the other backward classes students indicating artlessness are unsophisticated, sentimental and simple.

Gaur⁶ reported that other backward classes students were less intelligent, dominant and aggressive than non backward classes students.

Mirchandani⁷ reported that institutionalised delinquent girls were less intelligent, dominant and aggressive than non backward classes students. Thus the findings of present study is supported upto some extent by these studies.

Hypothesis 2(b)

There is no significant difference between the personality traits/factors of general and scheduled castes female students.

The objective of this hypothesis was to find out the differences between the personality traits of general and scheduled castes female students. To test this hypothesis of no difference (Ho) t-test was applied with 0.01 and 0.05 level of significance.

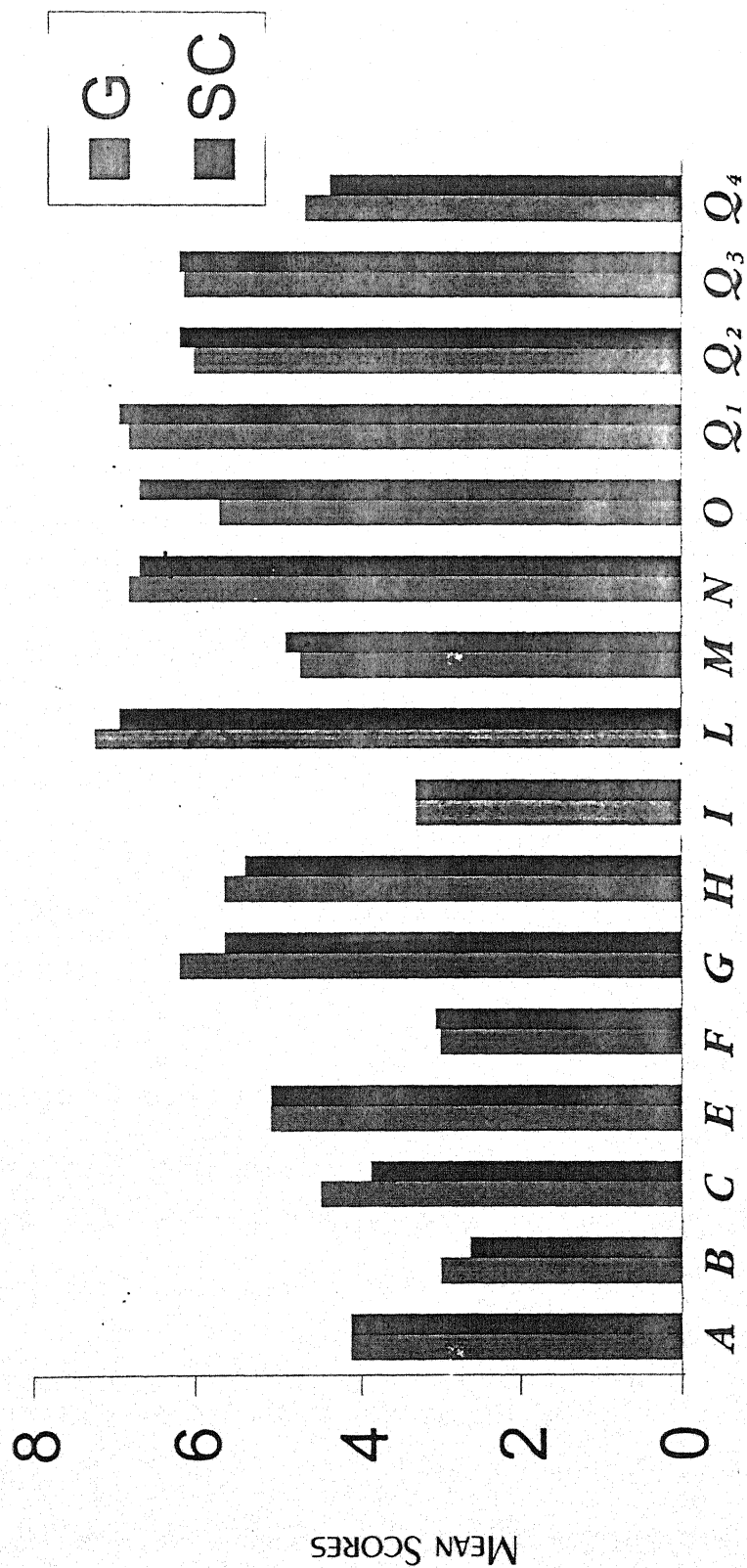
The mean scores of general and scheduled castes students on personality traits are shown in table 4.7.

TABLE 4.7
MEAN, S.D. AND C.R. VALUES OF PERSONALITY
TRAITS/FACTORS OF GENERAL AND
SCHEDULED CASTES FEMALE STUDENTS

S.NO.	Personality Trait	General Students			Scheduled Castes Students			CR	P
		N	Mean	S.D.	N	Mean	S.D.		
1-	Warmth (A)	240	4.087	1.415	80	4.075	1.641	0.059	NS
2-	Intelligence (B)	240	2.970	1.661	80	2.587	1.671	1.806	NS
3-	Emotional maturity (C)	240	4.462	1.862	80	3.862	1.986	2.4	NS
4-	Dominance(E)	240	5.079	1.535	80	5.075	1.506	0.018	NS
5-	Impulsivity (F)	240	2.95	1.362	82	3.05	1.709	0.483	NS
6-	Superego (G) strength	240	6.208	1.517	80	5.637	1.553	2.898	0.05
7-	Boldness (H)	240	5.654	1.209	80	5.387	1.190	1.768	NS
8-	Sensitivity (I)	240	3.279	1.409	80	3.312	1.472	0.176	NS
9-	Trust (L)	240	7.237	1.961	80	6.937	1.147	1.685	NS
10-	Imagination(M)	240	4.712	1.807	80	4.875	1.568	0.457	NS
11-	Shrewdness (N)	240	6.837	1.986	80	6.687	1.716	0.657	NS
12-	Confidence (O)	240	5.720	1.768	80	6.7	1.713	4.434	0.05
13-	Radicalism (Q ₁)	240	6.841	1.589	80	6.95	1.023	0.721	NS
14-	Self (Q ₂) -Sufficiency	240	6.025	1.554	80	6.175	0.946	1.041	NS
15-	Self (Q ₃) -Sentiment	240	6.125	1.873	80	6.212	1.499	0.426	NS
16-	Tension (Q ₄)	240	4.662	1.582	80	4.75	1.512	0.453	NS

The comparison between general and scheduled castes students on the basis of mean personality traits score is represented in fig.4.8.

COMPARISON OF GENERAL & SCHEDULED CASTES STUDENTS ON SIXTEEN FACTORS



PERSONALITY FACTORS

FIG. 4.8

It may be observed that general students exhibited significantly higher personality traits on emotional maturity, superego strength than scheduled castes, while scheduled castes/tribes students yielded significantly higher personality trait on confidence than general students. On emotional maturity the difference between the two groups was found to be significant at 0.01 level while on superego strength and confidence, the differences were significant at 0.05 level. The two groups did not differ significantly on the warmth, intelligence, dominance, impulsivity, boldness, sensitivity, trust, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment and tension. Hence the hypothesis 2(b), that there is no significant difference in the personality factors of general and scheduled castes female students is rejected. These two groups differ significantly with regard to emotional maturity, superego strength and confidence personality traits.

The results of table 4.7 show that general students have significantly higher emotional maturity than scheduled castes. It indicates that general students have higher ego strength. They are emotionally mature, stable, unruffled, realistic about life while scheduled castes students have lower ego strength. They are fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms, etc.

General students also yielded significantly higher score on superego strength than scheduled castes students. It reveals that general students have stronger superego strength, they are exacting in character, dominated by sense of duty, persevering responsible, planful, usually conscientious and moralistic, while scheduled castes have weaker superego strength. They are unsteady in purpose expedient, evades rules, feels few obligations, etc.

Scheduled castes students yielded significantly higher score on confidence than general students. It indicates that scheduled castes are guilt prone-ness, they are depressed, moody, a worrier, full of foreboding and brooding,

while general students have untroubled adequacy. They are placid, self assured, confident, secure, complacent, etc.

Gaur⁸ : reported that scheduled castes students were less intelligent, dominant and aggressive than non- scheduled castes students **Rangari and Palsame**⁹ reported that Among the urban females, the non- scheduled castes students were found to have higher I.Q. than the scheduled castes students.. **Mishra**¹⁰ reported that scheduled castes students in comparison to the non- scheduled castes students were found to be reserved, less intilligent, emotionally less stable, having weaker superego strength, inactive, submissive, insecure, tough- minded sociably group dependent and tensed. Thus the findings of present study is supported by these studies.

Hypolthesis 2(c)

There is no significant difference between the personality traits/ factors of other backward classes and scheduled castes female students.

The objective of this study was to analyse the difference between the personality factors of other backward classes and scheduled castes female students. This hypothesis was also tested on the basis of t-test.

The results of the comparison of other backward classes and scheduled castes female students on sixteen personality factors are shown in Table 4.8

TABLE 4.8
MEAN, S.D. AND C.R. VALUES OF PERSONALITY
TRAITS/FACTORS OF OTHER BACKWARD CLASSES AND
SCHEDULED CASTES FEMALE STUDENTS

S.NO.	Personality Trait	Other backward classes Students			Scheduled castes Students			CR	P
		N	Mean	S.D.	N	Mean	S.D.		
1-	Warmth (A)	140	3.885	1.636	80	4.075	1.641	0.833	NS
2-	Intelligence (B)	140	2.6	1.467	80	2.587	1.671	0.058	NS
3-	Emotional (C) maturity	140	3.892	1.765	80	3.862	1.986	0.112	NS
4-	Dominance (E)	140	5.071	1.557	80	5.075	1.506	0.018	NS
5-	Impulsivity (F)	140	2.864	1.327	80	3.05	1.709	0.849	NS
6-	Superego (G) strength	140	5.964	1.510	80	5.637	1.553	1.528	NS
7-	Boldness (H)	140	5.357	1.153	80	5.387	1.190	0.186	NS
8-	Sensitivity (I)	140	3.35	1.523	80	3.312	1.472	0.183	NS
9-	Trust (L)	140	6.95	1.809	80	6.937	1.147	0.065	NS
10-	Imagination (M)	140	4.735	1.931	80	4.875	1.568	0.558	NS
11-	Shrewdness (N)	140	6.392	1.802	80	6.687	1.716	1.219	NS
12-	Confidence (O)	140	5.792	1.686	80	6.7	1.713	1.101	NS
13-	Radicalism (Q ₁)	140	6.892	1.608	80	6.95	1.023	0.329	NS
14-	Self (Q ₂) -Sufficiency	140	5.885	1.763	80	6.175	0.946	1.602	NS
15-	Self-Sentiment (Q ₃)	140	6.192	1.597	80	6.212	1.499	0.093	NS
16-	Tension (Q ₄)	140	4.828	1.415	80	4.75	1.512	0.382	NS

The comparison between these two groups on the basis of mean personality traits score is represented in fig. 4.9. It may be immediately seen from fig. 4.9 that both the groups have approximately same heights of histogram on each personality traits scale.

COMPARISON OF OTHER BACKWARD CLASSES & SCHEDULED CASTES STUDENTS ON SIXTEEN FACTORS

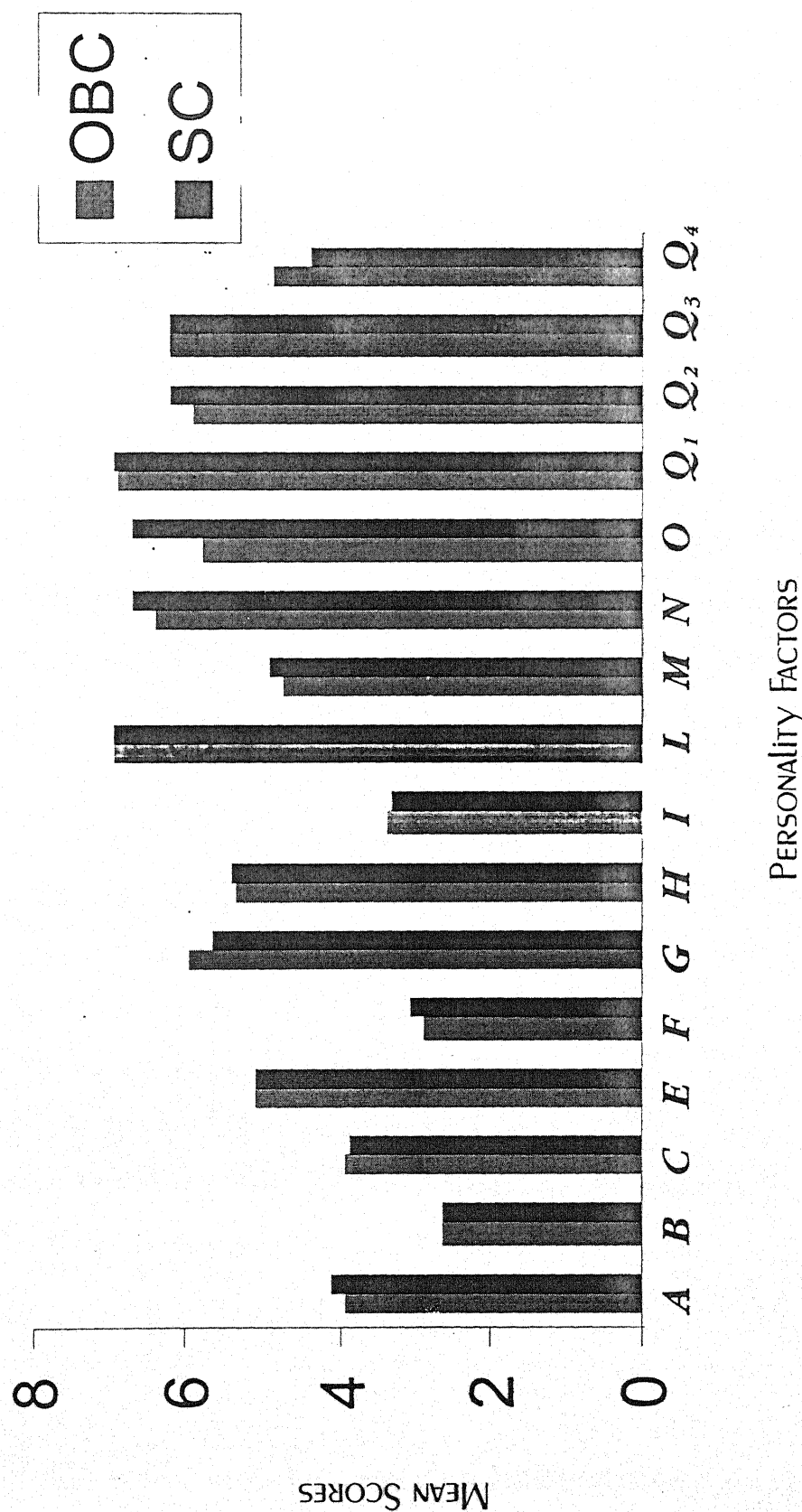


FIG. 4.9

It is interesting to note that no significant difference was found between the two groups on the sixteen personality traits. This shows that the two groups are alike in their personality traits. Hence hypothesis 2(c) is accepted.

SUMMARY OF FINDINGS OF PART - B

The analysis of data reported in table 4.5 has revealed that general and other backward classes students, general and scheduled castes students differ on three or more measures of personality factors. While other backward classes and scheduled castes did not differ significantly.

On warmth all the three groups yielded approximately the same mean score and they do not differ significantly.

On intelligence other backward classes students obtained the lower mean score than the general students. General students obtained the higher mean score than the other backward classes and scheduled castes students. And general students differ significantly from the other backward classes students. Hence general students perceive themselves to be more intelligent than other backward classes students.

On emotional maturity general students obtained the higher mean score than other backward classes and scheduled castes students and they differ significantly from the other backward classes and scheduled castes students. Hence general students seem to be emotionally mature, stable, realistic about their life in comparison to other backward classes and scheduled castes students.

On dominance and impulsivity all the groups yielded approximately the same mean score and they do not differ significantly on these factors.

On superego strength general students obtained the higher mean score than the other backward classes and scheduled castes students and they differ significantly with scheduled castes. Hence general students perceive themselves possess more superego strength and to be more persevering responsible, planful than scheduled castes.

On boldness general students obtained the higher mean score than other backward classes and scheduled castes and they differ significantly with other backward classes. Hence general students perceive themselves to be more social, bold, spontaneous, superior than other backward classes.

On sensitivity, trust and imagination all the three groups yielded approximately the same mean score and they do not differ significantly on these factors.

On shrewdness general students obtained the higher mean score than the other backward classes and scheduled castes students and they differ significantly with other backward classes students. Hence general students perceive themselves to be polished, experienced worldly shrewd than the other backward classes.

On confidence scheduled castes students obtained the higher mean score than the general and other backward classes students, and they differ significantly with general students. Hence scheduled castes students perceive themselves to be depressed, moody a worrier than general students.

On self sufficiency, self sentiment and tension, all the three groups yielded approximately the same mean score and they do not differ significantly on these factors.

PART - C

In this section the researcher has attempted to find out the relationship between adjustment and personality traits of female students.

Hypothesis 3

The third hypothesis of this study was that "there is no significant relationship between the adjustment and personality traits/factors.

The objective of this hypothesis was to find out the relationship between adjustment and personality traits of female students. In order to arrive at some definite conclusions in this regard, total adjustment of female students were measured on five dimensions and the personality traits were measured on 16 P.F. Questionnaire.

In order to ascertain relationship between adjustment and sixteen personality traits, the technique of chi square was used. The technique of chi square was applied by preparing 3x3 contingency tables. The adjustment scores of female students were split into three classes namely, highly adjusted, average adjusted and low adjusted according to manual. The personality factors sten scores were split into three classes namely low sten score, average sten score and high average sten score according to manual.

Chi square and the corresponding c's showing the relationship between adjustment and personality factors of general, other backward classes and scheduled castes female students are shown in table 4.10, 4.11, 4.12 respectively.

TABLE 4.10
CHI SQUARES AND THE CORRESPONDING C'S SHOWING
THE RELATIONSHIP BETWEEN ADJUSTMENT AND
PERSONALITY FACTORS OF GENERAL FEMALE STUDENTS

S.NO.	Personality Trait	χ^2	df	P	C
1-	Warmth (A)	8.435	4	NS	.18
2-	Intelligence (B)	11.747	4	.05	.21
3-	Emotional maturity (C)	5.907	4	NS	.15
4-	Dominance (E)	5.578	4	NS	.15
5-	Impulsivity (F)	0.075	4	NS	.01
6-	Superego strength (G)	7.950	4	NS	.17
7-	Boldness (H)	29.497	4	.01	.33
8-	Sensitivity (I)	7.262	4	NS	.17
9-	Trust (L)	5.508	4	NS	.14
10-	Imagination (M)	4.880	4	NS	.14
11-	Shrewdness (N)	11.912	4	.05	.21
12-	Confidence (O)	12.011	4	.05	.21
13-	Radicalism (Q ₁)	2.889	4	NS	.10
14-	Self-Sufficiency(Q ₂)	3.108	4	NS	.11
15-	Self-Sentiment (Q ₃)	5.962	4	NS	.15
16-	Tension (Q ₄)	15.638	4	.01	.24

Here N= 240

TABLE 4.11
CHI SQUARES AND THE CORRESPONDING C'S SHOWING
THE RELATIONSHIP BETWEEN ADJUSTMENT AND
PERSONALITY FACTORS OF OTHER BACKWARD CLASSES
FEMALE STUDENTS

S.NO.	Personality Trait	χ^2	df	P	C
1-	Warmth (A)	1.409	4	NS	.09
2-	Intelligence (B)	1.265	4	NS	.09
3-	Emotional maturity (C)	9.996	4	.05	.25
4-	Dominance (E)	4.345	4	NS	.17
5-	Impulsivity (F)	1.976	4	NS	.11
6-	Superego strength (G)	2.898	4	NS	.14
7-	Boldness (H)	2.636	4	NS	.13
8-	Sensitivity (I)	1.490	4	NS	.10
9-	Trust (L)	5.658	4	NS	.19
10-	Imagination (M)	6.204	4	NS	.20
11-	Shrewdness (N)	7.786	4	NS	.22
12-	Confidence (O)	13.200	4	.05	.29
13-	Radicalism (Q ₁)	0.618	4	NS	.06
14-	Self-Sufficiency(Q ₂)	0.368	4	NS	.05
15-	Self-Sentiment (Q ₃)	2.373	4	NS	.12
16-	Tension (Q ₄)	17.084	4	.01	.32

Here N= 140

TABLE 4.12
CHI SQUARES AND THE CORRESPONDING C'S SHOWING THE
RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY
FACTORS OF SCHEDULED CASTES FEMALE STUDENTS

S.NO.	Personality Trait	χ^2	df	P	C
1-	Warmth (A)	6.745	4	NS	.27
2-	Intelligence (B)	4.719	4	NS	.23
3-	Emotional maturity (C)	4.896	4	NS	.24
4-	Dominance (E)	3.639	4	NS	.20
5-	Impulsivity (F)	1.211	4	NS	.12
6-	Superego strength (G)	3.631	4	NS	.20
7-	Boldness (H)	9.375	4	NS	.32
8-	Sensitivity (I)	4.531	4	NS	.23
9-	Trust (L)	14.487	4	.01	.41
10-	Imagination (M)	7.133	4	NS	.28
11-	Shrewdness (N)	5.116	4	NS	.24
12-	Confidence (O)	10.683	4	.05	.34
13-	Radicalism (Q ₁)	3.850	4	NS	.24
14-	Self-Sufficiency(Q ₂)	8.805	4	NS	.31
15-	Self-Sentiment (Q ₃)	2.310	4	NS	.16
16-	Tension (Q ₄)	0.848	4	NS	.10

Here N= 140

The results of table 4.10 show that personality traits intelligence, shrewdness and confidence are found to be related significantly to the adjustment of general students at 0.05 level of significance and boldness is found to be related significantly to the adjustment of general students at 0.01 level of significance.

The results of table 4.11 show that personality factors emotional maturity and confidence is found to be related significantly to the adjustment of other backward classes students at 0.05 level of significance while tension is found to be related significantly to the adjustment of other backward classes students at 0.01 level of significance.

The results of table 4.12 show that personality traits trust is found to be related significantly to the adjustment of scheduled castes students at 0.01 level of significance while confidence is found related significantly to the adjustment of scheduled castes students at 0.05 level of significance.

On the basis of results drawn from above tables, it may be concluded that hypothesis-3 that there is no significant relationship between the adjustment and personality traits is accepted with regard to warmth, emotional maturity; dominance, impulsivity, superego strength, sensitivity, radicalism, self-sufficiency, self-sentiment, tension, trust, imagination traits and rejected with regard to intelligence, boldness, shrewdness and confidence in case of general female students.

In case of other backward classes hypothesis -3 accepted with regard to warmth, intelligence, dominance, impulsivity, superego strength, boldness, sensitivity, trust, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment and rejected with regard to emotional maturity, confidence and tension.

In case of scheduled castes hypothesis-3 accepted with regard to warmth, intelligence, emotional maturity, dominance, impulsivity, superego strength, boldness, sensitivity, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment and tension.

SUMMARY OF FINDINGS OF PART - C

The results of this study reveals that personality traits intelligence, boldness, shrewdness and confidence were found to be significantly related to the adjustment of general female students.

Personality traits emotional maturity and confidence were found to be significantly related to the adjustment of other backward classes female students.

Personality traits trust and confidence were found to be significantly related to the adjustment of scheduled castes female students.

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CHAPTER V

IMPLIFICATION OF THE FINDINGS AND SUGGESTIONS FOR FURTHER STUDY

CHAPTER - V

IMPLICATION OF THE FINDINGS AND SUGGESTIONS FOR FURTHER STUDY

In this chapter an attempt has been made to provide suggestions as to how the findings of this study can be utilized in the education and suggestions for further research have also been given.

The student is an important variable in the educational process. He is both an 'input' and an 'output' of the system. He possesses certain characteristics. The characteristics of student play significant role in the qualitative improvement in the 'output'. Knowledge of student's adjustment and personality traits may help the teachers, guidance workers and counsellors in giving educational and vocational guidance to them.

In this study researcher has tried to find out the answers of the following questions -

- (1) Do the general, other backward classes and scheduled castes female students differ among themselves with regard to the adjustment?
- (2) Do the general, other backward classes and scheduled castes female students differ among themselves with regard to the personality traits/factors?
- (3) Is there any significant relationship between the adjustment and personality traits of female students?

Results obtained are as follows

Researcher has studied the five dimensions of adjustment separately and total adjustment of the female students. On home adjustment, general students differ significantly from other backward classes and scheduled castes at 0.01 level, while on health adjustment, general students differ significantly from other backward classes and scheduled castes at 0.05 and 0.01 respectively. In other dimensions as social, educational and emotional, no significant difference was found. There was no significant difference at any

dimension of adjustment between other backward classes and scheduled castes students.

On the basis of the results researcher perceived that general students' economical and educational conditions are better than other backward classes and scheduled castes students.

This is especially due to female illiteracy, superstitiousness, lack of knowledge among the other backward classes and scheduled castes community. So they have to face many problems in home and health adjustment.

On the basis of above conclusions, it may be said if level of education, economic condition and knowledge of health care of other backward classes and scheduled castes is improved then their adjustment in home and health would be better.

Researcher has comparatively studied general, other backward classes and scheduled castes in the 16 factors. Researcher has studied three categories on the sixteen personality factors. On intelligence trait general students differ significantly from other backward classes at 0.01 level. On emotional maturity general students differ significantly from other backward classes and scheduled castes at 0.05 and 0.01 level. On boldness and shrewdness personality factors of general female students and other backward classes students differ significantly at .01 level, while general and scheduled castes female students differ significantly at .05 level on superego strength and confidence factors. There was no significant difference between other backward classes and scheduled castes on any personality factor.

In the development of personality, heredity, environment, guardians and family members play significant role. In this study on intelligence, emotional maturity, boldness and shrewdness the general students are found better than other backward classes students.

On emotional maturity and super ego strength the general students are better than scheduled castes students. There was no difference in the personality traits of other backward classes and scheduled castes.

On the basis of above findings it may be concluded that better living conditions, good social and physical environment and participation in co-curricular activities should be provided for scheduled castes and other backward classes so that they may perform better on the above traits.

The scheduled castes may become more capable with regard to responsibility and planful working by giving more responsible situations and planful work. Relationship between total adjustment and sixteen personality factors of general, other backward classes and scheduled castes were as follows

(1) There was no significant relationship between warmth, emotional maturity, dominance, impulsivity, superego strength, sensitivity, trust, imagination, confidence, radicalism, self sufficiency, self sentiment, tension personality traits and total adjustment of general female students while there was a significant relationship between intelligence, boldness, shrewdness, confidence and total adjustment.

(2) There was no significant relationship between warmth, intelligence, dominance, impulsivity, superego strength, boldness, sensitivity, trust, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment of personality factors and total adjustment of other backward classes female students while there was a significant relationship between emotional maturity, confidence, tension and total adjustment.

(3) There was no significant relationship between personality factors namely warmth, intelligence, emotional maturity, dominance, impulsivity, superego strength, boldness, sensitivity, imagination, shrewdness, radicalism, self sufficiency, self sentiment, tension and total adjustment of scheduled castes female students while there was found a significant relationship of trust and confidence with total adjustment of these students.

Implications for the Government

(1) It has been revealed from the study of adjustment that other backward classes and scheduled castes students percieve themselves poorly adjusted in

comparison to general students. It may especially be due to female illiteracy, superstitiousness and lack of knowledge among other backward classes and scheduled castes students. Government should provide better educational programmes for parents as well as for students of other backward classes and scheduled castes. The government should take urgent steps to eradicate poverty of other backward classes and scheduled castes. And more health care programmes should be provided for better health.

(2) It has been revealed that from the study of personality factors that other backward classes students perceive themselves less intelligent, emotionally immature and less shrewd in comparison to the general students. It is therefore for the government to facilitates for better environment, social recognition and more opportunities to handle different situations. Scheduled castes also possesses low superego strength, therefore to develop higher superego strength among the scheduled castes students. Government should facilitate different kinds of responsible situations in schools, offices, society and playful work to them.

Implications for teachers

(1) It has been revealed that other backward classes and scheduled castes students perceive themselves poorly adjusted in home and health. It may be suggested for the teachers to give maximum knowledge about better nutrition, health services, reproductive and child health and maintaining better environment at home and their surroundings.

(2) It has been revealed that other backward classes students perceive themselves some what inferior and less intelligent. It may be suggested for the teachers to develop the feeling of superiority by giving more attention towards them. And better environment should be given to other backward classes students in the classrooms and outside the classes.

(3) It has been revealed that other backward classes students perceive themselves suffering from shyness and withdrawing tendencies. It may be suggested that teachers should increase their personal and social contacts.

More and more chances of conversation and more opportunities should be given them to handle different kinds of situations (e.g. offices, schools, social works, industries, etc.) in the society.

(4) It has been revealed that scheduled castes students perceive themselves unsophisticated, sentimental and simple. It may be suggested for teachers to pay more attention towards them. So that they may become practical.

Implications for Guidance workers

(1) The findings of this study may be helpful to guidance workers in providing educational and vocational guidance to the college female students.

(2) It has been found that the students of different categories perceive themselves less intelligent and less impulsive. Female students are also more restrained, reticent, introspective, sober and dependable. Bundelkhand is backward region even today, here the female literacy is below the average. It may be suggested for the guidance workers to find out remedies to make them active, talkative, frank and expressive.

Implications pertaining to Education

So far the researcher has discussed some of the practical implications of the study pertaining to government, teachers and guidance workers. In this connection it is also important to discuss some on the main theoretical implications of the study which are vital to education. This would enable scholars to plan research studies for further investigation and thereby by increasing the fund of knowledge in this field.

The findings of the present study reveal that general, other backward classes and scheduled castes differ significantly on one or more dimensions of adjustment and personality traits/factors. It indicates that the social conditions affect the adjustment and personality traits of female college students.

Suggestions for further Research

At present there are many problems in the fields of education and society. There is a need of research to understand and solve these

problems. It is difficult to come to a conclusion from a single study. Each researcher has his own limitations. It is impossible for a researcher to reach every corner of the field and to work on each type of sample because the problems of money and time are with him. Present research work has been based upon personality traits/factors and adjustment of general, other backward classes and scheduled castes female students of Bundelkhand region in U.P.. To make the conclusions which are derived from this study the researcher feels that more researches are needed in the following fields -

(1) Researcher has concentrated his mind on the general, other backward classes and scheduled castes students of Bundelkhand region of U.P. only due to the limitations of time and money. Other areas of U.P. and other states should be included in the sample of other studies so that the obtained result may not be confined to a particular region only. Generalisation of results may be drawn, conducting researches by a team of researchers on National level.

(2) The researcher has centralized his study at the female students only, while the further studies should be conducted either on male or female or both, so that the results obtained may be more generalized.

(3) Present study has been conducted on 460 female students. (240 general, 140 other backward classes, 80 scheduled castes). In future further studies may be conducted on the large samples.

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(6) The results of this study reveal that general students are better in home and health adjustment in comparison to other backward classes and scheduled castes students and they also differ in some factors of personality. Researches may be conducted to investigate the reasons of these findings.

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(8) Relationship of adjustment and personality factors to the academic achievement of female students of general, other backward classes and scheduled castes should be analysed.

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CHAPTER VI

SUMMARY & CONCLUSIONS

CHAPTER - VI

SUMMARY AND CONCLUSIONS

The main stream of any country is its well educated citizens. Education is a ladder of development, it dispels darkness and brings light, it is the base of all human resource development, a stepping stone for the onward march of culture, the bedrock of human progress.

Higher education is a process to make citizens responsible and aware. It's essential to take attention towards higher education. Highly educated citizens can provide new ideas with direction to society for better future. In higher education, the number of female and male students is increasing. But there is a gap between the two. Women's education is the stepping stone to all kind of education. Swami Vivekanand used to say, "There is no chance for welfare of world unless the condition of women is improved. It is not possible for a bird to fly on one wing."

Woman is the pivot of a family so it is necessary to give proper importance to her-physical, mental and educational development. Education is the most effective device for improving the status of women in our society. It can bring an awakening in them and help them to face the world and solve their various problems like purdah system, child marriage, dowry system, slave system and condition of women.

National Policy of Education and Programme of Action (1986). It has admitted that social, economical and cultural positions are basic reason for low level of education in women. So NPE has strongly emphasised the interventionist role of education as well as empowering them.

Since equality has to be achieved through education for empowerment. Intensive research programmes of women's studies may be craved out. Methodology for identification of women in the research may be provided and development research must focus attention to women's issue for generating

climate appropriate to empowerment of women and commitment.

We see various religion, caste, culture, language etc. in our country. There are many advantages of these differences but in some ways we feel that there are some deficiencies. In the Indian society apart from various differences (social, economical, cultural, caste, religion) category and sex are two important factors. Social class is a concept which describes the divisions in a society.

In ancient time the three Varans of Aryans were (i) The Kshatriyas - rulers warriors (ii) The Brahmins priests (custodians of knowledge and learning) (iii) The Vaishyas - the businessman (traders). A man could aspire to rise in this hierarchy either by his wisdom or powers. As the process of integration of the Aryans with the local residents continued according to a theory, were admitted as one more class and they were called Shudras. However caste system of ancient India has undergone drastic changes since independence but this has left a impact on society. Now there seems to be some categories in society as general, backward and scheduled caste/tribes.

It is commonly believed that persons belonging to general categories are superior in economical and educational status in society. As we see in old tradition kshatriyas were rulers and warriors, brahmins were priest and vaishyas were businessman. People belonging to scheduled castes were involved in handling of so called dirty jobs like tanning, sweeping and as servant of superior classes. This system is changing gradually because they are involving in these services they become backward in educational, economical and social fields. Now there is a perceptual, gradual change in socio-economic and educational conditions.

People of high castes assured for themselves wealth and prestige due to their strong economic and social background and the masses which were in the service of society became downtrodden and were miserable both in respect and wealth.

Scheduled castes and tribes social and economical conditions were very poor. They have no chance for the development of their personality and society. They were not allowed to perform religious rituals because they were considered unholy from their birth. Due to this social indiscrimination they became deprived of education they can not have any relationship with so called high caste. They were kept aside from localities of high castes and used to live outside the villages. Social, economical and educational conditions of the different categories leave deep impact on their personality development and adjustment.

Adjustment depends greatly of the family background, which in turn bears the impress of culture of the group and the attitudes inculcated by it. Since the process of adjustment undergoes continuous modification as the individuals experiences and environmental conditions change gradually, it would have been unfair to compare the adjustment of different age group girls. To minimise the age group difference the study is restricted to the final year girls of the graduation.

On the basis of above discussion the investigator realized that it would be worthwhile to study the personality traits and adjustment of female students studying in B.A. final year in the colleges of Bundelkhand University, Jhansi. Therefore the problem undertaken for the present investigation is titled as.

A STUDY OF PERSONALITY AND ADJUSTMENT OF FEMALE STUDENTS OF DIFFERENT CATEGORIES

Significance of the study

It is a matter of regret that we have not been able to achieve the desired results inspite of the efforts of government and non-government organisations in social, economical, educational and political status of women, especially of scheduled castes/tribes and other backward classes.

Problems of women, specially scheduled castes/tribes and other backward classes have not attracted the desired attention of educational researches in India. The need for research in this field is essential. Their social and

economic standard must be judged from time to time. Any scheme for improving women status in the country unreal, unless more studies are conducted covering different aspects of women. These findings must be given due recognition.

Survey and studies conducted in western countries, in the field of women personality cover such aspects as abused and non abused female students, black and white female etc.

The present study is an attempt to throw light on this neglected field of female education. The findings of this survey, specially regarding the characteristics of the general, scheduled castes and other backward classes female may help the teachers, guidance workers and counsellors in giving vocational and educational guidance to the female students. The findings of this study may be utilised to raise the standard of female education. Besides providing valuable educational implications the present study will provide guidelines for further research in the field of education of female students.

Some areas of India are educationally backward, Bundelkhand region is one of them. Researcher has attempted to study the personality and adjustment of female students of this area. The physical as well as psychological environments of general, other backward classes and scheduled castes categories differ in several aspects such as types of economic conditions, living standard, family background, etc. This variability of environment and other reasons convinced this researcher of the necessity of conducting a study to compare the personality traits and adjustment of general, other backward classes and scheduled castes female students of B.A. final year.

OBJECTIVES

The objectives of present study were

- 1- To study adjustment of general, other backward classes and scheduled castes female students.

- 2- To study the personality traits/factors of female students belonging to different categories.
- 3- To compare adjustment of female students of different categories.
- 4- To compare the personality traits/factors of general, other backward classes and scheduled castes female students.
- 5- To analyse the relationship between the adjustment and personality traits/factors of female students.

HYPOTHESIS

Under the present study the following hypothesis have been formulated and tested

- 1- There is no significant difference among the adjustment of general, other backward classes and scheduled castes female students. This hypothesis is further divided into three subhypothesis :
 - (a) There is no significant difference between the adjustment of general and other backward classes female students.
 - (b) There is no significant difference between the adjustment of general and scheduled castes female students.
 - (c) There is no significant difference between the adjustment of other backward classes and scheduled castes female students.
- 2- There is no significant difference among the personality traits/factors of general, other backward classes and scheduled castes female students. This hypothesis is further divided into three subhypothesis.
 - (a) There is no significant difference between the personality traits/factors of general and other backward classes female students.
 - (b) There is no significant difference between the personality traits/factors of general and scheduled castes female students.
 - (c) There is no significant difference between the personality traits/factors of other backward classes and scheduled castes female students.

- (3) There is no significant relationship between the adjustment and personality traits/factors of female students.

DEFINITIONS OF IMPORTANT TERMS

A few terms have been used in this study at different stages which need clarification. To understand the concepts underlying this investigation these terms have been defined as follows:

ADJUSTMENT

In the present study, adjustment refers to the extent or capacity to which an individual may keep harmony between himself and his environment. Only five areas of adjustment have been covered.

PERSONALITY TRAITS/FACTORS

In the present study "Personality is the dynamic organization with in the individuals of those psycho-physical systems that determine his unique adjustment to his environment." Students personality was measured in terms of Cattell's 16 Personality factors.

GENERAL CATEGORY

The castes which are not included in other backward classes and scheduled castes/tribes are treated as general category.

SCHEDULED CASTES/TRIBES

The castes which are mentioned in the article 244(1) of schedule five and article 244(2), 275(1) of schedule six in the constitution are called scheduled castes. They are mentioned in the scheduled to give them religious, social, economic and political conveniences. The tribes whose names are included in schedule of constitution, called scheduled tribes. A tribe is such a type of regional human group which has a common culture, language and business which generally follows the laws of intercaste marriage.

OTHER BACKWARD CLASSES

Some castes which are not included in scheduled castes/tribes but on the basis of backwardness they are described other backward classes in

part 16th of Indian constitution. Mandal commission submitted its report in 1982, which described OBC's on the basis of social, educational and economic backwardness. In other backward classes backwardness is the characteristic of a group not an individual.

DELIMITATIONS

The study has been delimited in the following areas.

- (1) The study is confined to the affiliated colleges of Bundelkhand region in U.P. Hence the results obtained and inferences drawn are relevant to the colleges of Bundelkhand region of U.P. only.
- (2) The study is limited to students of Arts faculty only to control the impact of different types of courses on the personality of female students.
- (3) The study is confined to the students studying in final year of Bachelor of Arts (B.A.)
- (4) The study is confined to female students only. Male students have not been included in the sample to control the sex variable.
- (5) The following dimensions of the involved variables have been covered in the present study.

(i) ADJUSTMENT

- | | | |
|---------------|-----------------|------------|
| (a) Home | (b) Health | (c) Social |
| (d) Emotional | (e) Educational | |

(ii) PERSONALITY TRAITS/FACTORS

- | | | | |
|-----------------|------------------------|------------------------|-----------------|
| (1) Warmth | (2) Intelligence | (3) Emotional maturity | (4) Dominance |
| (5) Impulsivity | (6) Super ego strength | (7) Boldness | (8) Sensitivity |
| (9) Trust | (10) Imagination | (11) Shrewdness | (12) Confidence |
| (13) Radicalism | (14) Self sufficiency | (15) Self sentiment | (16) Tension. |

The second chapter deals with review of related literature, which has been presented in details in the thesis.

Method and Procedure of study

The study was titled as "A Study of Personality and Adjustment of

female students of different categories." The first major purpose of this study was to compare the adjustment and personality factors of general, other backward classes and scheduled castes female students. Second purpose of this study was to find out the relationship between the adjustment and personality traits. The sample, tools, methods and procedures which form the basis of study are discussed as follows.

The Population

In research population means observation of all the units. In the present study the female students, studying in B.A. final year of co-educational aided colleges of Bundelkhand University, Jhansi have been described as the population.

The Sample

For conducting this study out of 11 aided co-educational colleges of Bundelkhand University Jhansi, six colleges were selected randomly through lottery system. According to the population of the different categories of the students a proportionate sample of 240 female students of General, 140 female students of Other backward classes and 80 female students of Scheduled castes were drawn from the population.

Variables Involved

The study in the hand was survey type. The study was titled. 'A Study of Personality and Adjustment of Female Students of Different Categories.

Following variables were involved in this study.

- (i) Personality Traits/Factors
- (ii) Adjustment

TOOLS

In the present study two tools were used for the collection of data.

Personality Traits/Factors

In the present study for the measurement of personality factors Hindi adaptation of Cattell's Sixteen Personality Factors Questionnaire (16PF)

FORM A (IPAT's - 1967 Edition) was selected. This test was prepared by RAYMOND B. CATTELL and HERBERT W. EBER. The adaptation has been done by S.D. Kapoor and is widely used in India.

Adjustment

To measure the adjustment the 'Adjustment Inventory for college students' (AICS) by A.K.P. Sinha and R.P. Singh.

The collection of Data

The subject of this study were selected from the prescribed population. The principals of selected colleges were approached one by one and the objectives of this study were explained. All the principals provided the facilities for the collection of data. The selected students were administered two inventories. The students were requested to answer the questions sincerely and truthfully.

After administering the tools the response-sheets of each subject were scored according to the instructions given for the scoring procedure. Details of the scoring procedures have been given in the descriptions of the tools used.

Statistical Technique used

First purpose of this study was to compare the adjustment and the personality traits/factors of female students of different categories. The data obtained on various dimensions of adjustment and personality traits/factors were tabulated separately. Mean scores and Standard Deviations of each group on various dimensions of these variables were calculated. Profiles for different groups were prepared on the basis of mean scores and plotted in figures to give a comparative picture.

Hence the comparison for all the groups was made on the basis of the t-test with 0.05 and 0.01 levels of confidence considered significant. Hypothesis from 1 to 2 were tested applying two tailed t-test.

The technique of chi-square was applied to find out the relationship between adjustment and personality traits of different categories. Technique of chi-square was used to test the hypothesis No 3. The technique

of chi square was applied by preparing 3x3 contingency table for different variables. The scores on different dimensions of adjustment and personality traits were divided into the three categories, using manuals.

The contingency coefficient (C), provides a measure of correlation when each of the two variables under study have been classified into two or more categories. In the present study C was calculated by the following formulas.

$$C = \sqrt{\frac{\chi^2}{N + \chi^2}}$$

Where N is the total number of frequency.

The Findings

Hypothesis 1

The first hypothesis of this study was "There is no significant difference among the adjustment of general, other backward classes and scheduled castes female students." The analysis of data has revealed that general students and other backward classes students, general and scheduled castes students, differ on one or more measures of adjustment.

Hypothesis 1(a)

The sub-hypothesis 1(a) of this study was "There is no significant difference between the adjustment of general and other backward classes female students." For this purpose the students adjustment scores were tabulated, mean and standard deviations were calculated for each dimension of adjustment. To test the hypothesis t-test was applied.

On the basis of results it may be said that general and other backward classes students differ in their home and health adjustment and general students adjust better in comparison to other backward classes students. The reason behind this may be that behaviour of general students is good at home. They obey their parents and elders, they love their youngers. And general students health adjustment is better than other backward classes because they have less tension and worries about their health. Hence sub-hypothesis 1(a) is

rejected on home and health dimensions and accepted on social, emotional, educational, dimensions and total adjustment. As a whole total adjustment of two groups do not differ significantly.

Hypothesis 1(b)

The sub-hypothesis 1 (b) in this study was "There is no significant difference between the adjustment of general and scheduled castes female students." To test the hypothesis t-test was applied with 0.01 and 0.05 level of significance.

General students are more adjusted in home and health situations of life than the scheduled castes female students. So we may say that behaviour of general students is good at home, their family environment is better than scheduled castes, they obey their parents and elders, loves their youngers, and general students health adjustment is also better than other backward classes. They may have less tension and less worries about their health. Hence hypothesis 1(b) is rejected on home and health dimensions and accepted on social, emotional, educational dimensions and total adjustment.

Hypothesis 1(c)

The sub-hypothesis 1(c) of this study was "There is no significant difference between the adjustment of other backward classes and scheduled castes female students." The two groups do not differ significantly on home, health, social, emotional, educational and total adjustment. It may be concluded that the two groups are alike in their adjustment. Hence hypothesis 1 (c) is accepted.

Hypothesis 2

The Second hypothesis of this study was "There is no significant difference among the personality traits/factors of general, other backward classes and scheduled castes female students." The analysis of data has revealed that general and other backward classes students, general and scheduled castes students differ on three or more measures of personality factors. While other backward classes and scheduled castes did not differ significantly.

Hypothesis 2 (a)

The sub-hypothesis 2(a) of this study was "There is no significant difference between the personality factors/traits of general and other backward classes female students." Hypothesis was tested on the basis of t-test.

The results indicate that General students are quick to grasp ideas, intelligent, a fast learner in comparison to other backward classes students. General students are emotionally mature, stable, realistic about life, etc. While other backward classes students indicating emotional instability are low in frustration, tolerance for unsatisfactory conditions, changeable and plastic, fretful, easily emotional and annoyed, active in dissatisfaction, etc. General students are polished, experienced worldly shrewd. While the other backward classes students indicating artlessness are unsophisticated, sentimental and simple. Hence hypothesis 2(a) is rejected with regard to intelligence, emotional maturity, boldness and shrewdness.

Hypothesis 2(b)

The sub-hypothesis 2(b) of this study was "There is no significant difference between the personality traits/factors of general and scheduled castes female students." Hypothesis of no difference (H_0) t-test was applied with 0.01 and 0.05 level of significance.

General students exhibited significantly higher personality traits on emotional maturity, superego strength than scheduled castes, while scheduled castes/tribes students yielded significantly higher personality trait on confidence than general students.

General students are emotionally mature stable, unruffled realistic about life while scheduled castes students have lower ego strength. They are fretful, easily emotional and annoyed, active in dissatisfaction, having neurotic symptoms etc. General students are exacting in character, dominated by sense of duty, persevering responsible, planful, usually conscientious and moralistic, while scheduled castes have weaker superego strength. They are unsteady in

purpose, expedient, evades rules, feels few obligations, etc. Scheduled castes are depressed, moody, a worrier, full of foreboding and brooding, while general students have untroubled adequacy. They are placid, self assured, confident, secure, complacent, etc. Hence the sub-hypothesis 2(b), that there is no significant difference in the personality factors of general and scheduled castes female students is rejected. These two groups differ significantly with regard to emotional maturity, superego strength and confidence personality traits.

Hypothesis 2(c)

The sub-hypothesis 2(c) of this study was "There is no significant difference between the personality traits/factors of other backward classes and scheduled castes female students." The results reveal that the two groups are alike in their personality traits. Hence hypothesis 2(c) is accepted.

Hypothesis 3

The third hypothesis of this study was that "there is no significant relationship between the adjustment and personality traits/factors. In order to ascertain relationship between adjustment and sixteen personality traits, the technique of chi square was used. The obtained χ^2 were converted into corresponding contingency coefficients.

The results of this study reveals that personality traits intelligence, boldness, shrewdness and confidence were found to be significantly related to the adjustment of general female students. Personality traits emotional maturity and confidence were found to be significantly related to the adjustment of other backward classes female students. Personality traits trust and confidence were found to be significantly related to the adjustment of scheduled castes female students.

In case of general female students hypothesis-3 that there is no significant relationship between the adjustment and personality traits is accepted with regard to warmth, emotional maturity, dominance, impulsivity, superego strength, sensitivity, radicalism, self-sufficiency, self-sentiment, tension, trust,

imagination traits and rejected with regard to intelligence, boldness, shrewdness and confidence. In case of other backward classes female students hypothesis -3 accepted with regard to warmth, intelligence, dominance, impulsivity, superego strength, boldness sensitivity, trust, imagination, shrewdness, radicalism, self sufficiency, self sentiment and rejected with regard to emotional maturity, confidence and tension. In case of scheduled castes female students hypothesis-3 accepted with regard to warmth, intelligence, emotional maturity, dominance, impulsivity, superego strength, boldness, sensitivity, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment and tension.

Implication of the Findings of the Study

These findings have important implications for the government, teachers, guidance workers and education.

Implications for the Government

- (1) It has been revealed from the study of adjustment that other backward classes and scheduled castes students perceive themselves poorly adjusted in comparison to general students. It may especially be due to female illiteracy, superstitiousness and lack of knowledge among other backward classes and scheduled castes students. Government should provide better educational programmes for parents as well as for students of other backward classes and scheduled castes. The government should take urgent steps to eradicate poverty of other backward classes and scheduled castes. And more health care programmes should be provided for better health.
- (2) It has been revealed that from the study of personality factors that other backward classes students perceive themselves less intelligent, emotionally immature and less shrewd in comparison to the general students. It is therefore for the government to facilitate for better environment, social recognition and more opportunities to handle different situations. Scheduled castes also possess low superego strength, therefore to develop higher superego strength among the scheduled castes students. Government should facilitate different kinds of

responsible situations in schools, offices, society and planful work to them.

Implications for teachers

(1) It has been revealed that other backward classes and scheduled castes students perceive themselves poorly adjusted in home and health. It may be suggested for the teachers to give maximum knowledge about better nutrition, health services, reproductive and child health and maintaining better environment at home and their surroundings.

(2) It has been revealed that other backward classes students perceive themselves some what inferior and less intelligent. It may be suggested for the teachers to develop the feeling of superiority by giving more attention towards them. And better environment should be given to other backward classes students in the classrooms and outside the classes.

(3) It has been revealed that other backward classes students perceive themselves suffering from shyness and withdrawing tendencies. It may be suggested that teachers should increase their personal and social contacts.

More and more chances of conversation and more opportunities should be given them to handle different kinds of situations (e.g. offices, schools, social works, industries, etc.) in the society.

(4) It has been revealed that scheduled castes students perceive themselves unsophisticated, sentimental and simple. It may be suggested for teachers to pay more attention towards them. So that they may become practical.

Implications for Guidance workers

(1) The findings of this study may be helpful to guidance workers in providing educational and vocational guidance to the college female students.

(2) It has been found that the students of different categories perceive themselves less intelligent and less impulsive. Female students are also more restrained, reticent, introspective, sober and dependable. Bundelkhand is backward region even today, here the female literacy is below the average. It may be

suggested for the guidance workers to find out remedies to make them active, talkative, frank and expressive.

Implications pertaining to Education

So far the researcher has discussed some of the practical implications of the study pertaining to government, teachers and guidance workers. In this connection it is also important to discuss some of the main theoretical implications of the study which are vital to education. This would enable scholars to plan research studies for further investigation and thereby by increasing the fund of knowledge in this field.

The findings of the present study reveal that general, other backward classes and scheduled castes differ significantly on one or more dimensions of adjustment and personality traits/factors. It indicates that the social conditions affect the adjustment and personality traits of female college students.

Suggestions for further Research

At present there are many problems in the fields of education and society. There is a need of research to understand and solve these problems. It is difficult to come to a conclusion from a single study. Each researcher has his own limitations. It is impossible for a researcher to reach every corner of the field and to work on each type of sample because the problems of money and time are with him. Present research work has been based upon personality traits/factors and adjustment of general, other backward classes and scheduled castes female students of Bundelkhand region in U.P.. To make the conclusions which are derived from this study the researcher feels that more researches are needed in the following fields -

(1) Researcher has concentrated his mind on the general, other backward classes and scheduled castes students of Bundelkhand region of U.P. only due to the limitations of time and money. Other areas of U.P. and other states should be included in the sample of other studies so that the obtained result may not be confined to a particular region only. Generalisation of results may be drawn,

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(8) Relationship of adjustment and personality factors to the academic achievement of female students of general, other backward classes and scheduled castes should be analysed.

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APPENDIX-A

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APPENDIX-B

TOOLS

गोपनीय



T. M. No. 458715

Prof. A.K.P. Sinha (Patna)

Prof. R.P. Singh (Patna)

REUSABLE BOOKLET
OF

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(Hindi Version)

निर्देश

- जब तक आपसे कहा न जावे तब तक कोई पृष्ठ न पलटें।
- इस पुस्तिका पर कुछ न लिखें तथा इसका उपयोग सावधानी से करें।
- इस पुस्तिका में कुछ प्रश्न आपके व्यक्तित्व से सम्बन्धित हैं तथा आपको अपने उत्तरों को अलग उत्तर-सूची पर अंकित करना है।
- उत्तर-सूची में आपको प्रत्येक प्रश्न की संख्या के सामने दो खाने मिलेंगे, आपकी ओर से बायीं तरफ वाला खाना 'हाँ' प्रत्युत्तर का तथा दायीं तरफ वाला खाना 'नहीं' प्रत्युत्तर का संकेत-सूचक है। इन दोनों खानों में से आपको किसी एक, जो कि आपके लिए उपयुक्त होता हो, पर एक गोला खींचना है। यह ध्यान रखें कि कोई भी प्रश्न गलत या सही नहीं है। जो आपके सम्बन्ध में सही है केवल उसी पर गोल घेरा खींचना है। यदि आपका उत्तर 'हाँ' है दो बायीं ओर वाले खाने में तथा यदि आपका उत्तर 'नहीं' है तो दायीं ओर वाले खाने में गोल घेरा खींचिए।
- आपके प्रत्युत्तरों को पूर्ण रूप से गुप्त रक्खा जावेगा इसलिए बिना संकोच के उत्तर दीजिए।
- यद्यपि समय की कोई सीमा नहीं है फिर भी आप कोशिश करें जितना शीघ्र हो सके काम समाप्त करें।

Estd. : 1971

☎ : 364926

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Adjustment Inventory for College Students. (AICS)

1. (क) क्या कभी आपको घर जाने की प्रबल इच्छा हुई है ?
2. (घ) क्या आप प्रायः दिवा-स्वप्न देखते हैं ?
3. (च) क्या आपको ऐसा लगता है कि आपके बहुत से दोस्तों का बहुत विषयों में आपसे कहीं अच्छा शिक्षा का आधार है ।
4. (ख) बाधा पहुँचाने लायक कोई हल्ला नहीं होते हुए भी क्या आपको कभी-कभी नींद आने में कठिनाई होती है ?
5. (ग) किसी सार्वजनिक स्थान पर क्या आप अपने दोस्तों से मिलने से भागते हैं ?
6. (क) क्या आपको ऐसा लगता है कि आपके घर में सच्चे प्रेम और स्नेह की कमी है ?
7. (ख) दिन के अन्त में क्या आपको बहुत थकावट मालूम होती है ?
8. (घ) क्या आप प्रायः विपद् का अनुभव करते हैं ?
9. (च) क्या आप अपनी कमजोर स्मृति के कारण चिन्तित रहते हैं ?
10. (क) क्या रुपयों की कमी के कारण घर आपके लिए दुःखमय हो गया है ?
11. (घ) क्या आप आसानी से हतोत्साहित हो जाते हैं ?
12. (ग) क्या आप लजालु प्रकृति के हैं ?
13. (घ) क्या आप वाद-विवाद में उत्तेजित हो जाते हैं ?
14. (च) क्या आपकी दिलचस्पी विद्वानों से अधिक सिनेमा अभिनेताओं में है ?
15. (क) क्या आपके माता-पिता ने, जिन साथियों के साथ आप रहते हैं, उनके साथ रहने के लिए विरोध किया है ?
16. (ख) क्या आप कभी बड़े चीड़-फाड़ (ऑपरेशन) से गुजरे हैं ?
17. (क) क्या आपके माता या पिता बहुत जल्दी चिड़चिड़ा जाते हैं ?
18. (ग) क्या आप किसी सभा में वक्ता से सामान्यतः प्रश्न पूछते हैं ?
19. (घ) क्या आप अपने को अस्थिर (nervous) व्यक्ति मानते हैं ?
20. (क) क्या आप अपने भाईयों या बहनों से प्रायः झगड़ते हैं ?
21. (ख) क्या आपको प्रायः चक्कर आता है ?

22. (घ) क्या आपको अपने विरुद्ध कहा गया मामूली कथन भी खलता है ?
23. (च) पढ़ी हुई चीज क्या आसानी से भूल जाते हैं ?
24. (ख) क्या देखने में आपकी आँख पर जोर पड़ता है ?
25. (ग) क्या आपने अपने आप किसी सामाजिक जलसे का आयोजन किया है ?
26. (घ) क्या अपने मस्तिष्क में उठते हुए विचारों के कारण आप सो नहीं सकते हैं ?
27. (क) क्या आपकी ऐसी भावना होती है कि आपके माता-पिता आपके प्रति जरूरत से ज्यादा कठोर हैं ?
28. (ख) सुबह उठने पर क्या आप थके हुए महसूस करते हैं ?
29. (घ) अपमानजनक अनुभव से क्या आप देर तक चिन्तित रहते हैं ?
30. (च) भविष्य में आपका क्या पेशा होगा, इसके लिए क्या आप बहुत चिन्तित रहते हैं ?
31. (घ) क्या आपको अपनी कठिनाइयों को अपने शिक्षक के सामने रखने में भय होता है ?
32. (ग) क्या आपको जनता के बीच सच बोलने में कठिनाई होती है ?
33. (घ) क्या आप आसानी से रो पड़ते हैं ?
34. (क) क्या आपके मन में अपने परिवार के सदस्यों के प्रति प्रेम और घृणा से विरोधात्मक भाव पैदा होते हैं ?
35. (ख) क्या आपको प्रायः कण्ठ (throat) में तकलीफ होती है ?
36. (ख) क्या आपको प्रायः मतली या उल्टी (कै) की शिकायत होती है ?
37. (च) क्या आपको ऐसा लगता है कि आपके शिक्षक अन्य विद्यार्थियों का पक्ष करते हैं ?
38. (क) क्या आपके परिवार के किसी वरिष्ठ व्यक्ति ने आपके चेहरे की आलोचना कर आपको दुःखी किया है ?
39. (ग) क्या आप लोगों के बीच रहते हुए भी अकेलेपन का अनुभव करते हैं ?
40. (घ) परीक्षाओं में कम अंक पाने के कारण क्या आप खिन्न रहते हैं ?
41. (च) क्या आपको ऐसा लगता है कि आपके दोस्तों का परीक्षाफल अच्छा होता है क्योंकि उन्हें अच्छी सुविधाएँ प्राप्त हैं ?
42. (ख) क्या आप बचपन में काफी बीमार रहे थे ?

43. (घ) जिस खुशी से दूसरे खुश हों उससे कभी क्या आप ईर्ष्या करते हैं ?
44. (च) क्या आप परीक्षा देने से डरते हैं ?
45. (क) क्या आप अपने घर के वर्तमान वातावरण से खुश और सन्तुष्ट हैं ?
46. (ख) क्या आपको कभी-कभी तीव्र सिर दर्द होता है ?
47. (घ) किसी ऊँची जगह पर चढ़ जाने पर क्या आपको कभी ऐसी आशंका होती है कि कहीं कूद न जायें ?
48. (च) कक्षा में पढ़ाए गए विषयों को ग्रहण करने में क्या आपको कठिनाई नहीं होती है ?
49. (क) क्या आपको घर से बहुत सहायता मिलती है ?
50. (ख) बीमारी के कारण क्या आप प्रायः कॉलेज से अनुपस्थित रहते हैं ?
51. (ग) कक्षा में बोलने के डर से क्या आप कभी कक्षा में प्रश्नों के उत्तर नहीं दे सके हैं ?
52. (घ) क्या आप आसानी से क्रोधित हो जाते हैं ?
53. (च) क्या पढ़ाई में मन लगाने में आपको कठिनाई होती है ?
54. (क) क्या आप में ऐसी हीन भावना होती है कि आपके दोस्तों के घर का वातावरण आपसे अधिक सुखी है ?
55. (ग) क्या आप सड़क इसलिए पार कर जाते हैं कि किसी अमुक व्यक्ति से आपकी मुलाकात न हो जावे ?
56. (घ) हीन भावना के कारण क्या आप दुःखी रहते हैं ?
57. (च) कक्षा में टिप्पणी लिखने में क्या आपको कठिनाई होती है ?
58. (क) क्या आप समझते हैं कि आपके माता-पिता पुराने विचारों के हैं ?
59. (ख) क्या कभी-कभी आप चर्म रोग से पीड़ित रहते हैं ?
60. (घ) आने वाली सम्भावित मुसीबतों से क्या आप चिन्तित रहते हैं ?
61. (च) क्या आप परीक्षा की तैयारी करना जानते हैं ?
62. (ख) क्या आप शारीरिक अस्वस्थता के कारण हमेशा चिन्तित रहते हैं ?
63. (ग) क्या आप आसानी से दोस्त बना लेते हैं ?

64. (घ) क्या आप इस बात से परेशान रहते हैं कि सड़क पर लोग आप ही को देख रहे हैं ?
65. (च) क्या रात में काफी सो लेने के बावजूद आपको कक्षा में नींद आती है ?
66. (क) क्या आपको ऐसा लगता है कि आप अपने माँ-बाप के लिए बोझ हैं ?
67. (ख) क्या आपका स्वास्थ्य हमेशा आपको परेशान करता है ?
68. (घ) क्या आप आलोचना से बहुत अधिक विचलित हो जाते हैं ?
69. (च) क्या आप कभी-कभी कॉलेज छोड़ देने की सोचते हैं ?
70. (क) क्या आप अपने भाइयों और बहनों के व्यवहार से सन्तुष्ट हैं ?
71. (ख) छूत-रोग लग जाने का डर क्या आपको प्रायः बना रहता है ?
72. (ग) जब कोई शिक्षक आपके यहाँ अचानक आते हैं तो क्या आप घबड़ा जाते हैं ?
73. (च) जो साहित्य आप पढ़ते हैं उसकी उपयोगिता में क्या आपको सन्देह रहता है ?
74. (ग) किसी अपरिचित से बात शुरू करने में क्या आपको कठिनाई होती है ?
75. (घ) क्या आप आसानी से घबड़ा जाते हैं ?
76. (ग) क्या आप त्यौहार अथवा मनोरंजक आयोजनों में सम्मिलित होना चाहते हैं ?
77. (ग) जब किसी कमरे में कुछ लोग बैठे बातें कर रहे हों, तो आपको क्या उस कमरे में जाने में संकोच होता है ?
78. (घ) बिना किसी प्रकट कारण के क्या आपकी मानसिक स्थिति बिगड़ जाती है ?
79. (च) क्या आपको अपने विचारों को लिखकर व्यक्त करने में कठिनाई होती है ?
80. (ग) क्या आप प्रायः अकेलापन महसूस करते हैं ?
81. (घ) जब आप अकेले रहते हैं तो क्या अंधेरे में डर जाते हैं ?
82. (च) क्या आप ऐसा सोचते हैं कि आपको अपने शिक्षक से प्रोत्साहन मिलता है ?
83. (ग) दूसरे की भावनाओं को ठेस पहुँचाने वाली बात कहने में क्या आप सावधान रहते हैं ?
84. (घ) क्या आप कार्य उपलब्धि की अपेक्षा प्रशंसा से अधिक प्रसन्न होते हैं ?
85. (ग) अपने किसी महत्वपूर्ण उद्देश्य की पूर्ति के लिए क्या आप दूसरों की भावनाओं की अवहेलना करते हैं ?

86. (च) क्या आप ऐसा सोचते हैं कि आपके शिक्षकों को आपसे दिलचस्पी नहीं है ?
87. (घ) क्या कभी-कभी लोग आपसे लाभ उठा लेते हैं ?
88. (च) क्या आप इसलिए चिन्तित रहते हैं कि आपके शिक्षक आपमें विद्यमान योग्यताओं एवं क्षमताओं का कम अनुमान लगाते हैं ?
89. (ग) क्या आप किसी खामोश समूह में अगुआ बनकर उसमें जागृति (awareness) ला देते हैं ?
90. (घ) क्या आपका दिमाग कभी-कभी इतना भ्रमित हो जाता है कि आप कर रहे काम का सिलसिला भूल जाते हैं ?
91. (ग) क्या आप कई लोगों के साथ काम करना पसन्द करते हैं ?
92. (घ) बिना किसी कारण के क्या आपको कभी सुख और कभी दुःख के भाव आते रहते हैं ?
93. (च) क्या आप ऐसा सोचते हैं कि आपने ऐसा पाठ्यक्रम का चुनाव किया है जो आपके लिए सबसे अधिक उपयोगी होगा ?
94. (च) कक्षा में जो प्रगति होती है उसके अनुकूल कार्य करने में क्या आपको कठिनाई होती है ?
95. (घ) क्या आप ऐसा विचार करते हैं कि पढ़ाई समाप्त करने के बाद आपको अपनी रुचि के अनुसार कोई काम नहीं मिलेगा ?
96. (घ) क्या आपको ऐसा लगता है कि आपका इस संसार में आना बेकार है ?
97. (ग) क्या कॉलेज में आपके ऐसे मित्र हैं जिन पर आपको विश्वास हो ?
98. (घ) क्या आप कभी अनजाने में कुछ महत्वपूर्ण कार्य कर डालते हैं ?
99. (ग) क्या आप अपने सहपाठियों के साथ छोटी बातों पर झगड़ा नहीं करते हैं ?
100. (क) घर में शान्ति रखने के लिए क्या आपको घर से बाहर रहना पड़ता है ?
101. (घ) जब कोई शिक्षक किसी छात्र की प्रशंसा करते हैं तो क्या आप दुःखी नहीं होते हैं ?
102. (घ) क्या आप विचारों में इतना अधिक खोए रहते हैं कि आप यह नहीं देखते कि आसपास क्या हो रहा है ?



ANSWER SHEET

ADJUSTMENT INVENTORY FOR COLLEGE STUDENTS (AICS)

A. K. P. SINHA and R. P. SINGH

Name (नाम) —

Sex (लिंग) —

Age (आयु) —

Father's Occupation (पिता का व्यवसाय) —

Education (शिक्षा) —

Monthly Income (मासिक आय) —

Q. No. प्र० सं०	Yes हाँ	No नहीं	Q. No. प्र० सं०	Yes हाँ	No नहीं	Q. No. प्र० सं०	Yes हाँ	No नहीं	Q. No. प्र० सं०	Yes हाँ	No नहीं
1	<input type="checkbox"/>	<input type="checkbox"/>	26	<input type="checkbox"/>	<input type="checkbox"/>	51	<input type="checkbox"/>	<input type="checkbox"/>	77	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	27	<input type="checkbox"/>	<input type="checkbox"/>	52	<input type="checkbox"/>	<input type="checkbox"/>	78	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	28	<input type="checkbox"/>	<input type="checkbox"/>	53	<input type="checkbox"/>	<input type="checkbox"/>	79	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	29	<input type="checkbox"/>	<input type="checkbox"/>	54	<input type="checkbox"/>	<input type="checkbox"/>	80	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	30	<input type="checkbox"/>	<input type="checkbox"/>	55	<input type="checkbox"/>	<input type="checkbox"/>	81	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	31	<input type="checkbox"/>	<input type="checkbox"/>	56	<input type="checkbox"/>	<input type="checkbox"/>	82	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	32	<input type="checkbox"/>	<input type="checkbox"/>	57	<input type="checkbox"/>	<input type="checkbox"/>	83	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	33	<input type="checkbox"/>	<input type="checkbox"/>	58	<input type="checkbox"/>	<input type="checkbox"/>	84	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	34	<input type="checkbox"/>	<input type="checkbox"/>	59	<input type="checkbox"/>	<input type="checkbox"/>	85	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	35	<input type="checkbox"/>	<input type="checkbox"/>	60	<input type="checkbox"/>	<input type="checkbox"/>	86	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	36	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>	87	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	37	<input type="checkbox"/>	<input type="checkbox"/>	62	<input type="checkbox"/>	<input type="checkbox"/>	88	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>	38	<input type="checkbox"/>	<input type="checkbox"/>	63	<input type="checkbox"/>	<input type="checkbox"/>	89	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>	39	<input type="checkbox"/>	<input type="checkbox"/>	64	<input type="checkbox"/>	<input type="checkbox"/>	90	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>	40	<input type="checkbox"/>	<input type="checkbox"/>	65	<input type="checkbox"/>	<input type="checkbox"/>	91	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	41	<input type="checkbox"/>	<input type="checkbox"/>	66	<input type="checkbox"/>	<input type="checkbox"/>	92	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	42	<input type="checkbox"/>	<input type="checkbox"/>	67	<input type="checkbox"/>	<input type="checkbox"/>	93	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>	43	<input type="checkbox"/>	<input type="checkbox"/>	68	<input type="checkbox"/>	<input type="checkbox"/>	94	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>	44	<input type="checkbox"/>	<input type="checkbox"/>	69	<input type="checkbox"/>	<input type="checkbox"/>	95	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>	45	<input type="checkbox"/>	<input type="checkbox"/>	70	<input type="checkbox"/>	<input type="checkbox"/>	96	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>	46	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	97	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>	47	<input type="checkbox"/>	<input type="checkbox"/>	72	<input type="checkbox"/>	<input type="checkbox"/>	98	<input type="checkbox"/>	<input type="checkbox"/>
23	<input type="checkbox"/>	<input type="checkbox"/>	48	<input type="checkbox"/>	<input type="checkbox"/>	73	<input type="checkbox"/>	<input type="checkbox"/>	99	<input type="checkbox"/>	<input type="checkbox"/>
24	<input type="checkbox"/>	<input type="checkbox"/>	49	<input type="checkbox"/>	<input type="checkbox"/>	74	<input type="checkbox"/>	<input type="checkbox"/>	100	<input type="checkbox"/>	<input type="checkbox"/>
25	<input type="checkbox"/>	<input type="checkbox"/>	50	<input type="checkbox"/>	<input type="checkbox"/>	75	<input type="checkbox"/>	<input type="checkbox"/>	101	<input type="checkbox"/>	<input type="checkbox"/>
						76	<input type="checkbox"/>	<input type="checkbox"/>	102	<input type="checkbox"/>	<input type="checkbox"/>

SCORING TABLE (फलांकन तालिका)

Adjustment Area समायोजन क्षेत्र	a क	b ख	c ग	d घ	e च	Total योग	Interpretation विवेचन

VSJ 1970 Hindi Edition

Prepared by : S. D. KAPOOR, Ph.D.

आपको क्या करना है : इस पुस्तिका में कुछ प्रश्न ऐसे हैं जिनसे यह पता चलेगा कि आपका मनोभाव कैसा है और आपकी पसन्द किस तरह की है। इनके कोई 'सही' या 'गलत' उत्तर नहीं हैं, क्योंकि हर आदमी को अपना-अपना दृष्टिकोण रखने का अधिकार है। इस जांच के जरिये सबसे अच्छा सुझाव पाने के लिये आपको चाहिये कि सभी प्रश्नों का उत्तर ठीक-ठीक और सच्चाई के साथ दें। अगर आपको अलग से एक "उत्तर-पत्र" नहीं दिया गया हो तो इस पुस्तिका को उलटिये और आखिरी पन्ने पर दिये गये "उत्तर-पत्र" को फाड़कर अलग कर लीजिये।

अपना नाम और अन्य जानकारी की बातें "उत्तर-पत्र" पर दी हुई ऊपर की लाइनों पर लिख दीजिये।

सबसे पहले आपको नीचे लिखे नमूने के चार प्रश्नों का उत्तर देना चाहिये जिससे आपको पता लग जाय कि जांच शुरू करने के पहले आपको कुछ पूछना तो नहीं है। वैसे आपको सभी प्रश्नों को तो इस पुस्तिका से पढ़ना है, पर उनके उत्तर केवल "उत्तर-पत्र" में ही देना है (जिस नम्बर का प्रश्न पुस्तिका में हो उसी नम्बर के खाने में "उत्तर-पत्र" पर निशान लगाना है।)

हर एक प्रश्न के तीन संभावित उत्तर दिये हुए हैं। नीचे लिखे उदाहरणों को पढ़िये और अपने उत्तरों को "उत्तर-पत्र" के ऊपरी भाग पर, जहाँ "उदाहरण" छपा है, गुणा या क्रॉस (X) के निशान के जरिये किसी एक खाने (box) में भरते जाइये। अगर आप अपना उत्तर "a" वाले उत्तर के लिये चुनते हैं तो बाएं वाले खाने में (box के अन्दर) निशान लगाइये। अगर आपका उत्तर "b" वाला है तो बीच वाले खाने में निशान लगाइये। इसी तरह से अगर आपका उत्तर "c" वाला है तो दाहिने वाले खाने के अन्दर निशान लगा दीजिये।

उदाहरण :

- | | |
|--|--|
| 1. मैं टीम वाले खेलों को देखना पसन्द करता हूँ।
a. हाँ, b. कभी-कभी, c. नहीं। | 3. रुपया आनन्द (खुशी) नहीं ला सकता।
a. हाँ (सच), b. दोनों के बीच का, c. नहीं (गलत)। |
| 2. मैं ऐसे लोगों को पसन्द करता हूँ, जो :
a. गंभीर हों,
b. दोनों के बीच के हों,
c. जल्दी दोस्त बना लेते हों। | 4. औरत का बच्चे से वही सम्बन्ध है जो भेड़ का :
a. मेमना, b. कुत्ता, c. लड़के से है। |

आखिरी उदाहरण में एक उत्तर सही है—मेमना। लेकिन, इस तरह के तर्क वाले प्रश्न इस पुस्तिका में बहुत कम हैं।

अब अगर कोई बात आपकी समझ में नहीं आयी हो तो अभी पूछ लीजिये। क्योंकि, परीक्षक अब थोड़ी ही देर में आपको पन्ना उलटने के लिए और उत्तर देना शुरू करने के लिए कहेंगे।

प्रश्नों का उत्तर देते समय नीचे लिखी इन चार बातों को अपने मन में रखें :

1. आपको किसी प्रश्न पर ज्यादा सोच-विचार करने की जरूरत नहीं है। जो सबसे पहला उत्तर मन में आये उसमें ही निशान लगा दें। यह सच है कि प्रश्न बहुत छोटे हैं और आपको उनसे सारी जानकारी नहीं मिल सकती जिन्हें आप कभी-कभी जानना चाहेंगे। उदाहरण के लिए, ऊपर के पहले प्रश्न में "टीम वाले खेलों" के बारे में पूछा गया है, जबकि ऐसा भी हो सकता है कि आप फुटबाल को बास्केटबाल से ज्यादा पसन्द करते हों। लेकिन आपको "औसत या आम तौर के खेल के लिये" उत्तर देना है या उसी तरह की मिलती-जुलती एक आम या औसत अवस्था का ख्याल करके उत्तर देना है। जहाँ तक हो सके, आप अपना सब से ठीक उत्तर दें। उत्तर देने की रफ्तार एक मिनट में पाँच या छह प्रश्नों से कम नहीं होनी चाहिये। ज्यादा से ज्यादा चालिस मिनट में सभी प्रश्नों का उत्तर आपको दे देना चाहिये।
2. बीच वाले "अनिश्चित" उत्तरों का सहारा लेने की कोशिश मत करिये। इन पर तभी निशान लगायें जब किनारे वाले उत्तरों को देना आपके लिये सचमुच ही असंभव हो—शायद ऐसा पांच या पाँच प्रश्नों में एक बार हो।
3. इस बात का पक्का ख्याल रखें कि कोई प्रश्न छूटने न पाये, और जैसे भी हो सभी प्रश्नों का उत्तर दें। ऐसा लग सकता है कि कुछ प्रश्न आप पर अच्छी तरह लागू न होते हों, पर आप अपने को उस परिस्थिति में डाल कर अपना उत्तर दें। आपको कुछ प्रश्न अपने निजी मामलों से भी सम्बन्धित लगेंगे, पर याद रखिये कि आपके उत्तर-पत्रों को बिल्कुल गुप्त रखा जाता है और उनको खास तौर से बनाई हुई कुंजियों की मदद के बगैर नहीं जाना जा सकता। साथ ही एक-एक प्रश्न के उत्तर की जांच अलग-अलग नहीं की जाती है। इसलिए आप बेझिझक अपने मन का उत्तर दें।
4. जो उत्तर आपके लिए सही हैं वही उत्तर सच्चाई और ईमानदारी से दें। परीक्षक पर अच्छा प्रभाव डालने के लिये "यह कहना ठीक होगा" ऐसा सोचकर निशान न लगायें।

जब तक कहा न जाय कृपया पन्ना मत उलटिये

1. इस जांच के नियम मुझे अच्छी तरह मालूम हैं।
a. हां, b. अनिश्चित, c. नहीं।
2. इन प्रश्नों के उत्तर मैं सचवाई से देने के लिये तैयार हूँ।
a. हां, b. अनिश्चित, c. नहीं।
3. मैं ऐसा मकान लेना पसंद करूँगा जो :
a. शहर के नजदीक अच्छी बस्ती में हो,
b. दोनों के बीच का,
c. घने जंगल में अकेला हो।
4. अपनी कठिनाइयों का सामना करने के लिये मुझ में काफी ताकत है।
a. हमेशा, b. आमतौर से, c. कभी-कभी।
5. मैं जंगली जानवरों से थोड़ा घबड़ा जाता हूँ, भले ही वे मजबूत पिंजड़ों में क्यों न बन्द हों।
a. हां (सही), b. अनिश्चित, c. नहीं (गलत)।
6. मैं दूसरे लोगों और उनके विचारों में दोष निकालने से अपने को रोकता हूँ।
a. हां, b. कभी-कभी, c. नहीं।
7. मैं उन लोगों पर तोखी फवती कसता हूँ, जिन्हें मैं इसके लायक समझता हूँ।
a. आमतौर से, b. कभी-कभी, c. कभी नहीं।
8. मैं सबको अच्छी लगने वाली धुनों (बाजे की आवाज) के बजाय, ग्रंथ शास्त्रीय संगीत अधिक पसंद करता हूँ।
a. सही, b. अनिश्चित, c. गलत।
9. यदि मैं दो पड़ोसियों के बच्चों को लड़ते देखूँ, तो मैं :
a. उन्हें इसका समझौता स्वयं करने के लिये छोड़ दूँगा,
b. अनिश्चित,
c. उन्हें समझाऊँगा।
10. सामाजिक अवसरों पर, मैं :
a. तुरन्त सामने आता हूँ,
b. दोनों के बीच का,
c. चुपचाप पीछे रहना पसंद करता हूँ।
11. मेरे लिये यह बात अधिक मन-पसंद होगी :
a. एक निर्माण-अभियन्ता (इन्जीनियर) बनना,
b. अनिश्चित,
c. नाटकों का एक लेखक बनना।
12. मैं कुछ लोगों के झगड़े सुनने के बजाय रास्ते में खड़े होकर एक कलाकार की 'पेंटिंग' को देखना अधिक पसंद करूँगा।
a. सही, b. अनिश्चित, c. गलत।
13. मैं आमतौर से घमंडी लोगों के साथ ही रह सकता हूँ, भले ही वे शेखी मारें या दिखावा करें और अपने आप को बहुत ही अच्छा समझें।
a. हां, b. दोनों के बीच का, c. नहीं।
14. जब कोई बेईमानी करता है तो आप करीब-करीब हमेशा ही उसके चेहरे से पता लगा सकते हैं।
a. हां, b. दोनों के बीच का, c. नहीं।
15. यदि छुट्टियाँ लम्बी हों और उन्हें सभी को लेना पड़े, तो यह सबके लिये अच्छा होगा।
a. सहमत, b. अनिश्चित, c. असहमत।
16. मैं एक निश्चित और कम वेतन वाले काम की अपेक्षा एक अधिक परन्तु असमान, आमदनी वाले काम को करने का जोखिम (खतरा) उठाना ज्यादा पसंद करूँगा।
a. हां, b. अनिश्चित, c. नहीं।
17. मैं अपनी भावनाओं के बारे में तभी बात करता हूँ :
a. जब यह जरूरी हो,
b. दोनों के बीच का,
c. तुरन्त, जब कभी मुझे मौका मिल जाता है।
18. कभी-कभी मुझे वेकार के खतरे या अचानक डर का आभास होता है परन्तु मैं इनके कारणों को नहीं समझ पाता।
a. हां, b. दोनों के बीच का, c. नहीं।
19. जब मुझे किसी ऐसी चीज के लिये बुरा-भला कहा जाता है जिसे मैंने नहीं किया, तो मैं :
a. दोषी होने की भावना नहीं रखता,
b. दोनों के बीच का,
c. फिर भी अपने को थोड़ा दोषी समझता हूँ।
20. रुपये पैसे से करीब-करीब हर चीज खरीदी जा सकती है।
a. हां, b. अनिश्चित, c. नहीं।
21. मेरे फैसले अधिकतर नियन्त्रित होते हैं, मेरे :
a. दिल से,
b. भावनाओं और तर्क दोनों से,
c. दिमाग से।
22. बहुत से लोग अधिक खुश होते यदि वे अपने साथियों के साथ ज्यादा रहकर दूसरों की तरह काम करते।
a. हां, b. दोनों के बीच का, c. नहीं।
23. जब मैं शीशे में देखता हूँ कि कौन मेरा दाहिना है और कौन बायाँ, तो मैं अक्सर परेशान हो जाता हूँ।
a. सही, b. अनिश्चित, c. गलत।
24. बातें करते समय, मैं :
a. बातों को वैसे ही कहना पसंद करता हूँ जैसी वे मेरे साथ घटती (या होती) हैं,
b. दोनों के बीच का,
c. अपने विचारों को पहले अच्छी तरह संजोना पसंद करता हूँ।
25. जब कुछ बातें वास्तव में मुझे बहुत क्रोधित कर देती हैं, तो मैं फिर जल्दी ही शांत भी हो जाता हूँ।
a. हां, b. दोनों के बीच का, c. नहीं।
(उत्तर-पत्र के कालम I का अन्त)

26. अगर काम करने के घंटे और तनखा बराबर हों, तो यह बनना ज्यादा दिलचस्प होगा :
- एक बड़ई या बावर्ची बनना,
 - अनिश्चित,
 - किसी अच्छे रेस्तरां (या होटल) में एक वेटर बनना।
27. आज से पहले, मैं निर्वाचित (चुना गया) किया गया हूँ :
- केवल कुछ पदों (पोजीशन) के लिए,
 - अनेकों के लिए,
 - बहुत से पदों के लिए।
28. “कावड़े” का “खोदने” से वैसा ही सम्बन्ध है जैसा “चाकू” का :
- धार से,
 - काटने से,
 - नोक से है।
29. कभी-कभी मैं सो नहीं पाता क्योंकि एक विचार मेरे दिमाग में घूमता रहता है।
- सही, b. अनिश्चित, c. गलत।
30. अपने निजी जीवन में मैं करीब-करीब हमेशा ही अपनी तय की हुई मंजिलों को पा लेता हूँ।
- सही, b. अनिश्चित, c. गलत।
31. एक पिछड़ा हुआ कानून बदल देना चाहिए :
- केवल उचित तर्क-वितर्क (सोच-विचार) के बाद,
 - दोनों के बीच का,
 - तुरन्त।
32. मैं ऐसी योजना पर काम करते समय परेशान रहता हूँ जिसे तुरन्त चालू (कार्यान्वित) करना होता है और जिसकी वजह से दूसरों पर असर पड़ता है।
- सही, b. दोनों के बीच का, c. गलत।
33. ज्यादातर लोग, जिन्हें मैं जानता हूँ, मुझे मजेदार बातचीत करने वाला समझेंगे।
- हां, b. अनिश्चित, c. नहीं।
34. जब मैं अंग्रेज़ (बेडिंगे) और भेड़े लोगों से मिलता हूँ, मैं :
- इसे (उनकी बात को) वैसा ही मान लेता हूँ,
 - दोनों के बीच का,
 - नफरत करने लगता हूँ और चिढ़ जाता हूँ।
35. किसी सामाजिक समूह (ग्रुप) में जब सबका ध्यान अचानक मुझ पर जम जाता है तो मैं थोड़ी उलझन में पड़ जाता हूँ।
- हां, b. दोनों के बीच का, c. नहीं।
36. मुझे एक बड़े जलसे में शामिल होने में हमेशा खुशी होती है, उदाहरण के लिए, एक दावत, नृत्य, या ग्राम-सभा।
- हां, b. दोनों के बीच का, c. नहीं।
37. मैंने स्कूल में यह पसन्द किया था (या करता हूँ) :
- संगीत,
 - अनिश्चित,
 - दस्तकारी और शिल्पकला,
38. जब मुझे किसी काम का इन्चार्ज बनाया जाता है तो मैं इस

- बात पर अड़ जाता हूँ कि मेरी हिदायतों को माना जाय नहीं तो मैं इस्तीफा दे दूंगा।
- हां, b. कभी-कभी, c. नहीं।
39. माता पिता के लिए यह बहुत जरूरी है कि :
- बच्चों अपना स्नेह (प्यार) बढ़ाने में मदद दें,
 - दोनों के बीच का,
 - बच्चों को उनकी भावनाओं पर काबू रखना सिखाएँ।
40. एक समूह (ग्रुप) में काम करते समय मैं खास तौर से :
- व्यवस्था को सुधारने की कोशिश करूंगा,
 - दोनों के बीच का,
 - रिकार्ड रखूंगा और देखूंगा कि नियमों का पालन हो।
41. मैं जब-तब अपने को ज्यादा मेहनत वाले काम में लगाने की जरूरत महसूस करता हूँ।
- हां, b. दोनों के बीच का, c. नहीं।
42. मैं भेड़े और लड़ने-झगड़ने वाले लोगों के बजाय सरल और नम्र स्वभाव वालों के साथ मिलना जुलना चाहूंगा।
- हां, b. दोनों के बीच का, c. नहीं।
43. जब लोग मुझे किसी समूह (ग्रुप) में भला-बुरा कहते हैं तो मैं बेहद खिन्न और उदास हो जाता हूँ।
- सही, b. दोनों के बीच का, c. गलत।
44. यदि मैं अपने अक्सर द्वारा बुलाया जाता हूँ, तो मैं :
- इसे अपने लिए कुछ कहने (मांगने का, जो मैं चाहता हूँ) का एक मौका समझता हूँ,
 - दोनों के बीच का,
 - डरता हूँ कि मैंने कोई गलती कर दी है।
45. इस दुनिया को जिस चीज़ की जरूरत है, वह है :
- ज्यादा नियमित और पक्के नागरिक,
 - अनिश्चित,
 - संसार को और अच्छा बनाने वाली योजनाओं के साथ ज्यादा “आदर्शवादी” लोग।
46. मैं जिन चीज़ों को पढ़ता हूँ (पत्र-पत्रिकाएँ) उनमें प्रचार के लिए की गई कोशिशों से मैं हमेशा सावधान रहता हूँ।
- हां, b. अनिश्चित, c. नहीं।
47. किशोरावस्था तक मैंने स्कूल के खेलों में :
- कभी-कभी भाग लिया है,
 - अनेकों बार,
 - बहुत ही ज्यादा भाग लिया है।
48. मैं अपने कमरे को सजाकर इस तरह रखता हूँ कि सभी चीज़ें अपनी-अपनी जानी हुई जगहों पर हों... ऐसी है।
- हां, b. दोनों के बीच का, c. नहीं।
49. जब मैं दिनभर की घटनाओं के बारे में सोचता हूँ तब मैं कभी-कभी तनाव और बेचैनी की हालत में पड़ जाता हूँ।
- हां, b. दोनों के बीच का, c. नहीं।
50. मुझे कभी-कभी शक पड़ जाता है कि जिन लोगों से मैं बातें कर रहा हूँ क्या वे मेरी बातों में दिलचस्पी लेते हैं।
- सही, b. अनिश्चित, c. नहीं।

(उत्तर-पत्र के कालम 2 का अन्त)

51. अगर मुझे चुनना पड़े तो मैं वेशक यह बनना चाहूंगा :
a. वन-विभाग में एक अधिकारी (forester),
b. अनिश्चित,
c. हाई-स्कूल का एक अध्यापक (teacher) ।
52. खास-खास त्यौहारों और जन्म-दिनों के लिये मुझे :
a. सौगात या उपहार निजी तौर पर देना पसंद है,
b. अनिश्चित,
c. सौगात या उपहारों का खरीदना एक तरह की बाधा लगती है ।
53. 'शकने', का 'कार्य' से वही सम्बन्ध है जो 'घमन्ड' का :
a. मुस्कराहट, b. सफलता, c. खुशी से है ।
54. नीचे लिखी तीन चीजों में से कौन सी एक चीज दूसरी दो चीजों से अलग है ?
a. मोमबत्ती, b. चांद, c. विजली की रोशनी ।
55. मेरे दोस्तों ने जहर के वक्त मेरा साथ छोड़ दिया है :
a. शायद ही कभी,
b. कभी-कभी,
c. अनेकों बार ।
56. मुझमें कुछ ऐसी खास बातें (गुण) हैं जिनसे मुझे ऐसा अवश्य लगता है कि मैं बहुत से लोगों से ऊंचा हूँ ।
a. हां, b. अनिश्चित, c. नहीं ।
57. घबड़ाहट की दशा में, मैं अपनी भावनाओं (feelings) को दूसरों से छिपाने की पूरी कोशिश करता हूँ ।
a. सही, b. दोनों के बीच का, c. गलत ।
58. किसी फिल्म-शो या मनोरंजन के लिये मैं घर से बाहर जाना पसंद करता हूँ ।
a. हफ्ते में एक बार से ज्यादा (औसत से अधिक),
b. हफ्ते में लगभग एक बार (औसत),
c. हफ्ते में एक बार से भी कम (औसत से कम) ।
59. मैं सोचता हूँ कि अच्छे तरीकों (शिष्टाचार) और कानून की इज्जत के बजाय खूब आजादी देना ज्यादा जरूरी है ।
a. सही, b. अनिश्चित, c. गलत ।
60. मैं अपने से बड़े (बुजुर्ग, अनुभवी और ऊँचे पद वाले) लोगों की मौजूदगी में चुप ही रहता हूँ ।
a. हां, b. दोनों के बीच का, c. नहीं ।
61. किसी बड़े समूह या (ग्रुप) में भाषण देना या कोई चीज सुनाना मुझे मुश्किल पड़ता है ।
a. हां, b. दोनों के बीच का, c. नहीं ।
62. किसी अनजान या नई जगह होने पर भी मुझे दिशाओं की अच्छी समझ है (मैं आसानी से बता सकता हूँ कि किधर उत्तर, दक्षिण, पूरब या पश्चिम है) ।
a. हां, b. दोनों के बीच का, c. नहीं ।
63. अगर कोई मुझ पर बोखला पड़े, तो मैं :
a. उसे शांत करने की कोशिश करूंगा,
b. अनिश्चित,
c. चिड़ जाऊंगा ।
64. जब किसी पत्रिका (मैगजीन) में मैं कोई अनुचित लेख पढ़ता हूँ, तो उसका 'करारा जवाब' देने के बजाय मैं उसे भूल जाना पसंद करता हूँ ।
a. सही, b. अनिश्चित, c. गलत ।
65. बहुत सी अनावश्यक और फालतू चीजें, जैसे शहर की गलियों या दुकानों के नाम, मेरी याददाश्त के बाहर हो जाया करती हैं ।
a. हां, b. दोनों के बीच का, c. नहीं ।
66. जानवरों का इलाज और आपरेशन करते हुये एक पशु-चिकित्सक (animal doctor) का जीवन बिताने में मुझे आनन्द आ सकेगा ।
a. हां, b. दोनों के बीच का, c. नहीं ।
67. मैं अपना खाना बड़े स्वाद के साथ खाता हूँ, लेकिन हमेशा उतनी सावधानी और सही तरीके से नहीं जितना कि कुछ दूसरे लोग अपनाते हैं ।
a. सही, b. अनिश्चित, c. गलत ।
68. बाज-बाज वक्त ऐसा भी होता है जब मेरा किसी से भी मिलन के लिये ठीक 'मूड' (मिजाज) नहीं बन पाता ।
a. शायद ही कभी,
b. दोनों के बीच का,
c. अक्सर, कई बार ।
69. कभी-कभी लोग मुझे आगाह कर देते हैं कि मेरे बोल-चाल और बर्ताव में मेरा क्षोभ (गुस्सा, रोष) बहुत साफ भलक जाया करता है ।
a. हां, b. दोनों के बीच का, c. नहीं ।
70. अपनी किशोरावस्था (teen-age) में अगर माता-पिता से मेरा मत-भेद हो जाता था, तो मैं आमतौर पर :
a. अपना ही मत (राय) कायम रखता था,
b. दोनों के बीच का,
c. उनका अधिकार (मत या सत्ता) मान लेता था ।
71. दूसरे आदमी के साथ शामिल होकर साझा करने के बजाय, मैं अपने लिये एक अलग आफिस का होना ज्यादा पसंद करूंगा ।
a. हां, b. अनिश्चित, c. नहीं ।
72. अपनी सफलताओं पर तारीफ पाने के बजाय, अपनी जिन्दगी अपने ढंग से शान्ति से बिताने में मुझे ज्यादा आनन्द आयेगा ।
a. सही, b. अनिश्चित, c. गलत ।
73. मैं बहुत सी बातों में अपने को परिपक्व (सिद्ध, समझदार) समझता हूँ ।
a. सही, b. अनिश्चित, c. गलत ।
74. जिस तरह का सुझाव (आलोचना) बहुत से लोग जब मुझे देते हैं तो उससे फायदा उठाने के बजाय मैं घबड़ा जाता हूँ ।
a. अक्सर, b. कभी-कभी, c. कभी नहीं ।
75. अपनी भावनाओं (feelings) को प्रकट करना हमेशा पूरी तरह से मेरे वज (काबू) में रहा है ।
a. हां, b. दोनों के बीच का, c. नहीं ।
(उत्तर पत्र के कालम 3 का अन्त)

76. एक लाभदायक आविष्कार को चालू करने के लिये, मैं :
a. उस पर प्रयोग-शाला (Laboratory) में काम करना चाहूँगा,
b. अनिश्चित,
c. उसे लोगों में बेचना चाहूँगा।
77. “आश्चर्य” का “अजीब” से वही सम्बन्ध है जो “डर” का :
a. बहादुर, b. बेचैन, c. डरावना से है।
78. नीचे लिखी तीन भिन्न (fractions) में से वह कौन सी एक भिन्न है जो बाकी दो भिन्न की तरह नहीं है ?
a. $3/7$, b. $3/9$, c. $3/11$.
79. ऐसा लगता है कि कुछ लोग मेरी उपेक्षा करते हैं या मुझे किनारा काटते हैं, हालाँकि मैं नहीं जानता कि ऐसा क्यों है।
a. सही, b. अनिश्चित, c. गलत।
80. मेरे मन के अच्छे इरादों व विचारों के मुकाबले में जितना अच्छा व्यवहार लोगों से मिलना चाहिये, लोग उससे कम मुझे देते हैं।
a. अक्सर, b. कभी-कभी, c. कभी नहीं।
81. किसी भी जगह, चाहे वहाँ औरतों व मर्दों का मिला-जुला समूह (ग्रुप) न भी हो, अगर गन्दी भाषा का इस्तेमाल होता है तो मुझे बड़ी ऊब सी मालूम होती है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
82. यह तय बात है कि ज्यादातर लोगों के मुकाबले में मेरे दोस्तों की संख्या कम है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
83. मुझे ऐसी जगह जाने में नफरत होगी जहाँ बात-चीत करने के लिये ढेर सारे लोग न हों।
a. सही, b. अनिश्चित, c. गलत।
84. कभी-कभी लोग मुझे लापरवाह कहते हैं, जब कि वे यह भी मानते हैं कि मैं एक रोचक (पसन्द आने लायक) व्यक्ति हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
85. अनेक सामाजिक अवसरों पर मुझे ऐसी घबराहट मालूम हुई है जैसी मंच (स्टेज) पर पहले-पहल आने पर होती है।
a. अक्सर, कई बार,
b. कभी-कभी,
c. शायद ही कभी।
86. जब मैं किसी छोटे समूह (ग्रुप) में होता हूँ तो मुझे चुपचाप पीछे बैठने में ही संतोष होता है ताकि दूसरे लोग ही ज्यादा बात-चीत कर सकें।
a. हाँ, b. दोनों के बीच का, c. नहीं।
87. मुझे यह पढ़ना ज्यादा पसंद है :
a. सैनिक या राजनैतिक लड़ाइयों का एक जीता-जागता बयान,
b. अनिश्चित,
c. एक असरदार और भावपूर्ण उपन्यास (नॉवेल)।
88. जब रोब जमाने वाले लोग अपनी मर्जी के मुताबिक मुझे चलाने की कोशिश करते हैं, तो मैं उनकी मर्जी के बिल्कुल खिलाफ काम करता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
89. मेरे धन्य के बड़े लोग या मेरे परिवार के लोग, नियम के अनुसार मेरे अन्दर तभी गलती निकालते हैं जब उसके लिये सबमुच ही कोई वजह रहती है।
a. सही, b. दोनों के बीच का, c. गलत।
90. सड़कों पर या दुकानों के अन्दर, जिस तरीके से कुछ आदमी दूसरे लोगों को घूर कर देखते हैं वह तरीका मुझे नापसन्द है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
91. रेल के एक लम्बे सफर में, मुझे यह ज्यादा पसन्द होगा :
a. किसी गम्भीर मगर दिलचस्प विषय को पढ़ना,
b. अनिश्चित,
c. साथ के मुसाफिर से बीच-बीच में बात-चीत करते हुये समय काटना।
92. एक ऐसी स्थिति (दशा) में, जो कि खतरनाक बन सकती है, मैं खुल कर बोलने और हंगामा मचाने में विश्वास करता हूँ चाहे इससे नफ़रत और शान्ति क्यों न भंग हो जाय।
a. हाँ, b. दोनों के बीच का, c. नहीं।
93. अगर जान-पहचान के लोग मुझे खराब बर्ताव करते हैं और वे यह दिखाते हैं कि मुझे नापसन्द करते हैं, तो :
a. इससे मुझे जरा भी घबड़ाहट नहीं होती,
b. दोनों के बीच का,
c. इससे मेरा दिल बैठने लगता है।
94. मुझे अपने लिये तारीफ और बड़ाई पाने पर बड़ी उलझन या परेशानी मालूम होती है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
95. मैं एक ऐसा धन्धा ज्यादा पसन्द करूँगा, जिसमें :
a. एक निश्चित बंधी हुई तनख्वाह हो,
b. दोनों के बीच का,
c. एक ज्यादा या बड़ी तनख्वाह हो, पर जो इस बात पर मुनासिब हो कि मैं बराबर लोगों से मनयाता रहूँ कि मैं इतनी बड़ी तनख्वाह के काबिल भी हूँ।
96. अपनी जानकारी को बढ़ाने लिये, मैं :
a. तरह-तरह के विषयों पर लोगों से चर्चा करना पसन्द करता हूँ,
b. दोनों के बीच का,
c. छपे हुये समाचार या अखबारों की खबरों पर विश्वास करता हूँ।
97. मैं सामाजिक मामलों और कमेटियों आदि के कामों में सक्रिय रूप से भाग लेना पसन्द करता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
98. किसी दिये हुये काम को पूरा करने में मुझे तब तक संतोष नहीं होता जब तक कि उसकी छोटी-छोटी बातों पर भी गहराई से ध्यान न दिया गया हो।
a. सही, b. दोनों के बीच का, c. गलत।
99. कभी-कभी बहुत छोटी बाधाओं या रुकावटों से भी मुझे बहुत खीझ (गुस्सा) हो जाती है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
100. मैं हमेशा “गहरी नींद” सोने वाला रहा हूँ, और नींद की दशा में कभी भी टहलता या बोलता नहीं हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।

(उत्तर-पत्र के कालम 4 का अन्त)

101. किसी व्यापार में काम करते हुए, मुझे यह काम ज्यादा दिलचस्प लगेगा :
a. ग्राहकों (Customers) से बातचीत करना,
b. दोनों के बीच का,
c. दफ्तर के कागज-पत्र और हिसाब-किताब रखना।
102. "नाप" का "लम्बाई" से वही सम्बन्ध है जो "वेईमान" का :
a. जेल, b. पाप, c. चोरी से है।
103. AB का dc-से वही सम्बन्ध है जो SR का :
a. qp, b. pq, c. tu से है।
104. जब लोग अनुचित (बेतुके) काम करते हैं, तो मैं :
a. चुपचाप शान्त रहता हूँ,
b. अनिश्चित,
c. उनसे नफरत करता हूँ।
105. मेरे गाना सुनते समय अगर लोग जोर-जोर से बात-चीत करते हैं, तो भी मैं :
a. अपना मन गाना सुनने में लगाये रख सकता हूँ और लोगों की बात-चीत से परेशान नहीं होता,
b. दोनों के बीच का,
c. ऐसा महसूस करता हूँ कि जैसे मेरा आनंद बर्बाद हो रहा है और जिसकी वजह से मुझे लोगों पर गुस्सा आने लगता है।
106. मैं सोचता हूँ कि मेरे बारे में यह ज्यादा ठीक होगा अगर लोग मुझे ऐसा समझें, जैसे :
a. एक नम्र, सभ्य और शान्त व्यक्ति,
b. दोनों के बीच का,
c. एक प्रबल (बलवान्) और प्रभावशाली व्यक्ति।
107. सामाजिक उत्सवों में मैं तभी शामिल होता हूँ जब उनमें मेरा होना जरूरी होता है, नहीं तो मैं अपने को इनसे अलग रखता हूँ।
a. हाँ, b. अनिश्चित, c. नहीं।
108. हमेशा सफल होने की उम्मीद रखने और खुशदिल (प्रसन्न-चित्त) रहने के बजाय यह ज्यादा अच्छा होगा कि उम्मीद कम रखी जाय और हमेशा सावधान रहा जाय।
a. सही, b. अनिश्चित, c. गलत।
109. अपने काम में आने वाली कठिनाइयों पर सोचते समय, मैं :
a. कठिनाइयों के आने से पहले ही उनसे मुकाबला करने की योजना शुरू से ही बनाने की कोशिश करता हूँ,
b. दोनों के बीच का,
c. यही समझ लेता हूँ कि जब कठिनाइयाँ आयेंगी तो उसी समय उनसे निपट लूँगा।
110. किसी सामाजिक सभा में या जलसे के मोके पर, लोगों में घुलमिल जाना मुझे बड़ा आसान लगता है।
a. सही, b. अनिश्चित, c. गलत।
111. जब लोगों पर असर डाल कर तुरन्त काम कराने के लिये थोड़ी कूटनीति (दाँव-पेच) और समझाने-मनवाने की जरूरत पड़ती है, तब अक्सर मुझे ही ऐसा काम सौंपा जाता है।
a. हाँ, b. अनिश्चित, c. नहीं।
112. मेरे लिये यह बनना ज्यादा दिलचस्प होगा :
a. नवयुवकों को काम-धन्दा (नौकरी) पाने में मदद करने वाला एक सलाहकार (मार्ग-दर्शक),
b. अनिश्चित,
c. किसी प्रभावशाली यंत्रालय (इंजीनियरी) का प्रबन्धक (मैनेजर)।
113. अगर मुझे पूरा विश्वास हो जाय कि कोई आदमी स्वार्थी (मतलबी) है और गलत रास्ते पर है, तो थोड़ी परेशानी उठाकर भी मैं उसकी पोल खोलने की कोशिश करता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
114. लोगों को चकित कर देने के लिये और यह देखने के लिये कि वे क्या कहते हैं, मैं कभी-कभी मजाक में देवकूफी भरी बातें कह देता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
115. नाटक, संगीत-सम्मेलन, नृत्य (ड्रामा, नाच-गाना) आदि पर अखबार में लिखने वाला एक लेखक बनने में मुझे आनंद आयेगा :
a. हाँ, b. अनिश्चित, c. नहीं।
116. जब मुझे किसी मीटिंग में देर तक, चुपचाप शान्त होकर, बैठे रहना पड़ता है तो भी किसी तरह की शारीरिक सुस्ती और बेचैनी जैसी अकुलाहट मुझे कभी नहीं महसूस होती।
a. सही, b. अनिश्चित, c. गलत।
117. अगर कोई मुझ से कुछ ऐसी बात कहता है जिसे मैं गलत समझता हूँ तो ज्यादातर मैं अपने मन में यही कहता हूँ कि :
a. "वह भूठा है,"
b. दोनों के बीच का,
c. "जाहिर है कि उसे गलत जानकारी है।"
118. जबकि मैंने कोई गलत काम न भी किया हो तो भी मैं ऐसा महसूस करता हूँ कि मुझे कोई सजा मिलने वाली है।
a. अक्सर, b. कभी-कभी, c. नहीं।
119. "बीमारी जितना शारीरिक कारणों से होती है उतना ही मानसिक कारणों से भी," यह विचार हृदय से ज्यादा बढ़ा-चढ़ा कर बयान किया जाता है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
120. बड़े-बड़े राजकीय (रियासती) समारोहों की शान-शौकत और तड़क-भड़क भी ऐसी चीजें हैं जिन्हें बनाये रखना चाहिये।
a. हाँ, b. दोनों के बीच का, c. नहीं।
121. अगर लोग मेरे बारे में यह सोचते हैं कि काफी गैर-रिवाजों (प्रथा-विरोधी) और बेमेल होता जा रहा है, तो इससे मुझे परेशानी होती है।
a. काफी ज्यादा, b. थोड़ा बहुत, c. बिल्कुल नहीं।
122. किसी चीज का निर्माण करने (बनाने) में, मैं ज्यादातर इस तरह काम करूँगा।
a. एक समिति (कमेटी) बनाकर,
b. अनिश्चित,
c. अपने भरोसे, अकेले ही, स्वतंत्र रूप से।
123. मेरी जिन्दगी में ऐसे भी वक्त आते हैं जब मुझे अपने पर ही तरस खाने से खुद को रोकना मुश्किल हो जाता है।
a. अक्सर, b. कभी-कभी, c. कभी नहीं।
124. मुझे अक्सर लोगों पर बहुत जल्द ही गुस्सा आ जाता है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
125. मैं पुरानी आदतों को, बिना किसी अड़बट के और बिना भूले-भूके, हमेशा छोड़ (बदल) सकता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
(उत्तर-पत्र के कालम 5 का अन्त)

126. अगर दोनों की पामदनी बराबर हो तो मैं बेशक यह बनना चाहूँगा :
a. एक वकील,
b. अनिश्चित,
c. एक नाविक (नेवीगेटर) या विमान-चालक (पाइलट)।
127. "उससे अच्छा" का "सबसे खराब" से वही सम्बन्ध है जो "उससे धोमा" का :
a. तेल, b. सबसे अच्छा, c. सबसे तेल, से है।
128. XXXXXXOXXXOXXX पक्षरों की इस लाइन के ठीक बाद में, नीचे लिखे तीनों में से किसे रखा जाना चाहिये ?
a. OXXX, b. OXXX, c. XXXX.
129. किसी ऐसी चीज के लिये, जिसे मैं बड़ी तरकीब से बना कर पूरा करने की उम्मीद कर रहा था, जब मोका पा जाता है तो उसे करने की कभी-कभी मेरी तबीयत नहीं होती।
a. सही, b. दोनों के बीच का, c. गलत।
130. मैं बहुत से कामों को सावधानी से, बिना तंग हुए, कर सकता हूँ, भले ही लोग मेरे चारों ओर काफी शोरगुल क्यों न मचा रहे हों।
a. हाँ, b. दोनों के बीच का, c. नहीं।
131. कभी-कभी मैं अनजान लोगों को ऐसी बातें बता देता हूँ जो मुझे जरूरी लगती हैं, भले ही वे उनके बारे में न पूछें।
a. हाँ, b. दोनों के बीच का, c. नहीं।
132. मैं अपने खाली समय के ज्यादातर हिस्से को अपने दोस्तों के साथ बीती हुई मजेदार सामाजिक घटनाओं पर बातें करने में बिताता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
133. मुझे "केवल खिलवाड़ के लिए" दिलेरी व अक्खड़पन वाले कामों में मजा आता है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
134. मुझे एक बिखरे हुए गंदे कमरे को देखकर बहुत भुंभनाहट होती है।
a. हाँ, b. दोनों के बीच का, c. नहीं।
135. मैं अपने आप को बहुत मिलनसार और बाहर घूमने-वाला (घुमक्कड़) व्यक्ति समझता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
136. सामाजिक अवसरों पर (या सम्बन्धों में), मैं :
a. अपने मन के भावों को जैसा चाहता हूँ वैसा ही प्रकट कर देता हूँ,
b. दोनों के बीच का,
c. अपने मन के भावों को अपने अन्दर ही रखता हूँ।
137. मैं ऐसा संगीत पसंद करता हूँ जो :
a. हलका, सोघा-सादा और जोशीला हो,
b. दोनों के बीच का,
c. भावपूर्ण व रसपूर्ण हो।

138. अच्छी तरह से बनी हुई एक बन्दूक की तारीफ से ज्यादा तारीफ मैं एक कविता की सुन्दरता की करता हूँ।
a. हाँ, b. अनिश्चित, c. नहीं।
139. अगर मेरे द्वारा कही गयी कोई अच्छी बात लोग अनसुनी कर देते हैं, तो मैं :
a. इसका ख्याल नहीं करता,
b. दोनों के बीच का,
c. लोगों को सुनने का एक और मौका देता हूँ।
140. मैं कुछ शर्तों पर रिहा किए गये अपराधियों के साथ काम करने वाला, एक अधिकारी (प्रोवेंशन ऑफिसर) बनना पसंद करूँगा।
a. हाँ, b. दोनों के बीच का, c. नहीं।
141. हर तरह के अनजान लोगों से मिलने-जुलने में होशियार रहना चाहिए क्योंकि इसमें छूत की बीमारी आदि के होने का डर रहता है।
a. हाँ, b. अनिश्चित, c. नहीं।
142. विदेश यात्रा के समय, मैं अपने प्राप योजना बना कर अपनी पसंद के स्थानों को देखने की वजाय किसी कुशलतापूर्ण आयोजित "टूर" (सैर-यात्रा) के साथ जाना अधिक पसंद करूँगा।
a. हाँ, b. अनिश्चित, c. नहीं।
143. वास्तव में, मुझे सिर्फ एक चाकर (सेवक) व अर्ध-सफल व्यक्ति ही समझा जाता है।
a. हाँ, b. अनिश्चित, c. नहीं।
144. अगर लोग मेरी दोस्ती से फायदा उठाते हैं तो मैं बुरा नहीं मानता और इसे जल्दी ही भुन जाता हूँ।
a. सही, b. अनिश्चित, c. गलत।
145. अगर एक समूह (ग्रुप) में, लोगों के बीच बात-चीत के दौरान गर्मा-गर्म बहस छिड़ जाय, तो मैं यह चाहूँगा कि :
a. कोई एक "विजयी" हो (जीत जाये),
b. दोनों के बीच का,
c. बहस चुपचाप खत्म हो जाये।
146. मैं अपनी योजना को बिना बाधाओं और दूसरे के सुझावों के, अपने-प्राप अकेले ही बनाना पसंद करता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
147. मैं कभी-कभी अपने व्यवहारों को ईर्ष्या (जलन) के दबाव में आजाने देता हूँ।
a. हाँ, b. दोनों के बीच का, c. नहीं।
148. मेरा पक्का विश्वास है कि "अधिकारी हमेशा सही नहीं हो सकता, किन्तु उसे हमेशा अधिकार जनाने का अधिकार है।"
a. हाँ, b. अनिश्चित, c. नहीं।
149. आगे आने वाले सभी कामों की बात सोचते ही मैं परेशान हो जाता हूँ।
a. हाँ, b. कभी-कभी, c. नहीं।
150. अगर मुझे खेल खेलते समय नौग चित्ला-चित्ला कर सुझाव देते हैं तो भी मुझे उससे परेशानी नहीं होती।
a. सही, b. अनिश्चित, c. गलत।

(उत्तर-पत्र के कालम 6 का अन्त)

151. मेरे लिये यह बनना ज्यादा दिलचस्प होगा :
a. एक कलाकार/आर्टिस्ट,
b. अनिश्चित,
c. क्लब को चलाने वाला सेक्रेटरी ।
152. नीचे लिखे शब्दों में से कौनसा एक शब्द दूसरे दो शब्दों से ठीक-ठीक मेल नहीं खाता ?
a. कोई, b. कुछ, c. ज्यादातर ।
153. "लौ" (लपट) का "गर्मी" से वही सम्बन्ध है जो "गुलाब" का :
a. कांटे से, b. लाल पंखुड़ियों से, c. खूशबू से है ।
154. मुझे इतने सजीव सपने आते हैं कि नींद उचट जाती है ।
a. अक्सर,
b. कभी-कभी,
c. कभी भी नहीं ।
155. यदि किसी काम के सफल होने में वास्तव में रुकावटें हों, तो भी मैं उसकी जिम्मेदारी लेने में विश्वास रखता हूँ ।
a. हां, b. दोनों के बीच का, c. नहीं ।
156. किसी समूह (ग्रुप) को क्या करना है, जब मैं इसे अच्छी तरह जान लेता हूँ तो स्वाभाविक रूप से उस ग्रुप का शासन अपने हाथ में आ जाना मुझे पसन्द है ।
a. हां, b. दोनों के बीच का, c. नहीं ।
157. लोगों को अपनी ओर आकर्षित करने वाले निजी ढंग से कपड़े पहनने के बजाय, मैं बिल्कुल सही ढंग से कपड़े पहनना ज्यादा पसन्द करूँगा ।
a. सही, b. अनिश्चित, c. गलत ।
158. मुझे शाम का वक्त एक चहल-पहल वाली पार्टी में बिताने के बजाय चुपचाप अपने किसी शौकिया काम (हाबी) में बिताना ज्यादा मन को भाता है ।
a. सही, b. अनिश्चित, c. गलत ।
159. मैं दूसरों के अच्छे मतलब वाले सुझावों को भी नहीं सुनता, हालांकि मैं जानता हूँ कि मुझे ऐसा नहीं करना चाहिए ।
a. कभी-कभी, b. शायद ही कभी, c. कभी नहीं ।
160. किसी भी बात का फैसला करने से पहले मैं हमेशा "सही" और "गलत" के बुनियादी नियमों का सहारा लेता हूँ ।
a. हां, b. दोनों के बीच का, c. नहीं ।
161. अगर लोग मेरे काम पर नज़र रखते हैं तो मुझे थोड़ा खराब लगता है ।
a. हां, b. दोनों के बीच का, c. नहीं ।
162. चूँकि सभी कामों का धीरे-धीरे ठीक तरीकों से पूरा होना सम्भव नहीं है, इसलिए कभी-कभी कड़ाई से काम लेना बहुत जरूरी होता है ।
a. सही, b. दोनों के बीच का, c. गलत ।
163. स्कूल में मैं यह पढ़ना पसन्द करता था (या है) :
a. हिन्दी (या मातृभाषा, या कोई साहित्य)
b. अनिश्चित,
c. गणित या अंकगणित ।
164. बिना किसी आधार (सच्चाई) के, जब लोगों ने मेरे पीछे मेरी बुराई की है तो उसे जानकर कभी-कभी मैं दुखी हुआ हूँ ।
a. हां, b. अनिश्चित, c. नहीं ।
165. आदतों और परम्पराओं (रीति-रिवाजों) से बंधे मामूली लोगों से बात करना :
a. अक्सर बहुत दिलचस्प और मतलब का होता है,
b. दोनों के बीच का,
c. मुझे भुंभला देता है क्योंकि बात सब बेकार की होती है जिसका कोई मतलब नहीं होता ।
166. कुछ बातें मुझे इतना नाराज़ कर देती हैं कि मैं उनपर कुछ न बोलना ही अच्छा समझता हूँ ।
a. हां, b. दोनों के बीच का, c. नहीं ।
167. शिक्षा में, यह ज्यादा जरूरी है कि :
a. बच्चे को काफी स्नेह (प्यार) दिया जाय,
b. दोनों के बीच का,
c. बच्चे को ठीक आदतें और उचित दृष्टिकोण सिखाया जाय ।
168. मुझे लोग, एक ठोस, परेशान न होने वाला, और न जीवन के उतार-चढ़ाव (सुख-दुख) की दशाओं में पड़ कर न घबराने वाला आदमी मानते हैं ।
a. हां, b. दोनों के बीच का, c. नहीं ।
169. मैं सोचता हूँ कि समाज को पुरानी आदतों या रूढ़ियों को एक तरफ छोड़कर "ज्ञान और तर्क" के सहारे नए रीति-रिवाजों को अपनाना चाहिये ।
a. हां, b. दोनों के बीच का, c. नहीं ।
170. मैं सोचता हूँ कि आज की आधुनिक दुनिया में इसे सुलझाना ज्यादा जरूरी है ।
a. नैतिक उद्देश्यों की समस्या,
b. अनिश्चित,
c. राजनैतिक समस्याएं और कठिनाईयां ।
171. मैं इस तरह से ज्यादा अच्छी तरह से सीखता हूँ :
a. एक अच्छी तरह से लिखी हुई किताब को पढ़कर,
b. दोनों के बीच का,
c. एक सामूहिक (ग्रुप) चर्चा में शामिल होकर ।
172. माने हुए नियमों पर चलने के बजाय मैं अपने ढंग से काम करना पसन्द करता हूँ ।
a. सही, b. अनिश्चित, c. गलत ।
173. किसी तर्क को रखने (करने) से पहले मैं तब तक इन्तज़ार करना पसन्द करता हूँ जब तक मुझे विश्वास नहीं हो जाता कि मैं जो कहने जा रहा हूँ वह ठीक है ।
a. हमेशा,
b. आमतौर से,
c. केवल तभी, जब यह व्यावहारिक (काम में आने वाला) है ।
174. यह जानते हुए भी कि वे बिल्कुल मामूली चीज़ें हैं, कभी-कभी छोटी-छोटी बातें मुझे इतना परेशान कर देती हैं कि बर्दाश्त के बाहर हो जाता है ।
a. हां, b. दोनों के बीच का, c. नहीं ।
175. मैं अक्सर झटपट बातें नहीं कर बैठता कि मुझे ज्यादा पछताना पड़े ।
a. सही, b. अनिश्चित, c. गलत ।
(उत्तर-पत्र के कालम 7 का अन्त)

176. यदि मुझे चंदा इकठ्ठा करने वाले कामों को करने के लिए कहा जाय, तो मैं उसे :
 a. मान लूंगा,
 b. अनिश्चित,
 c. मुलायमियत से कहूंगा कि 'मैं बहुत व्यस्त हूँ'।
177. नीचे लिखे शब्दों में से कौन सा एक शब्द दूसरे दोनों शब्दों से अलग है ?
 a. चौड़ा, b. टेढ़ा-मेढ़ा, c. सीधा।
178. "जल्दी" का सम्बन्ध "कभी नहीं" से वैसे ही है जैसे "नजदीक" का :
 a. कहीं नहीं से, b. दूर से, c. दूरी से।
179. यदि मैं कोई भट्ठी सामाजिक गलती करबैहूँ तो मैं उसे जल्दी ही भूल सकता हूँ।
 a. हां, b. दोनों के बीच का, c. नहीं।
180. मैं एक "आदर्श व्यक्ति" के रूप में जाना जाता हूँ जो करीब करीब हमेशा हर समस्या पर कुछ विचार सामने रखता है।
 a. हां, b. दोनों के बीच का, c. नहीं।
181. मैं सोचता हूँ कि मैं इन बातों में ज्यादा कुशल हूँ :
 a. चुनौतियों का दिलेरी से सामना करने में,
 b. अनिश्चित,
 c. दूसरे लोगों की इच्छाओं को निभा लेने में।
182. मैं एक बहुत उत्साही व्यक्ति समझा जाता हूँ।
 a. हां, b. दोनों के बीच का, c. नहीं।
183. मैं एक ऐसा धंधा पसंद करता हूँ जिसमें नयापन, विभिन्नता और यात्रा करने का मौका मिलता हो, भले ही उसमें कुछ खतरा क्यों न हो।
 a. हां, b. दोनों के बीच का, c. गलत।
184. मैं एक बहुत सख्त आदमी हूँ, जो हमेशा जहाँ तक हो सकता है सही ढंग से काम करने के लिये जोर देता है।
 a. सही, b. दोनों के बीच का, c. नहीं।
185. मुझे उस काम को करने में आनन्द आता है जिसमें विवेक (चेतना) और काम करने की क्षमता (कुशलता) की जरूरत पड़ती है।
 a. हां, b. दोनों के बीच का, c. नहीं।
186. मैं एक क्रियाशील (हमेशा काम करने वाला) व्यक्ति हूँ जो अपने को हमेशा व्यस्त (मशगूल) रखता है।
 a. हां, b. अनिश्चित, c. नहीं।
187. मुझे यकीन है कि मैंने बीच में कोई भी प्रश्न नहीं छोड़ा है और न ही किसी का ठीक-ठीक उत्तर देने में प्रसमर्थ रहा हूँ।
 a. हां, b. अनिश्चित, c. नहीं।
 (परीक्षा का अन्त)

APPENDIX-C

THE DATA

<u>Table -I</u>	MEAN, SD OF GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES ON PERSONALITY FACTORS AND CR OF GENERAL OTHER BACKWARD CLASSES, GENERAL SCUEDULED CASTES, OTHER BACKWARD CLASSES SCHEDULED CASTES.
<u>Table -II</u>	MEAN, SD OF GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES ON ADJUSTMENT AND C.R. OF GENERAL OTHER BACKWARD CLASSES, GENERAL - SCHEDULED CASTES, OTHER BACKWARD CLASSES - SCHEDULED CASTES.
Table -III (a)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (A) OF GENERAL STUDENTS.
Table -III (b)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (B) OF GENERAL STUDENTS.
Table -III (c)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (C) OF GENERAL STUDENTS.
Table -III (d)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (E) OF GENERAL STUDENTS.
Table -III (e)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (F) OF GENERAL STUDENTS.
Table -III (f)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (G) OF GENERAL STUDENTS.
Table -III (g)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (H) OF GENERAL STUDENTS.
Table -III (h)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (I) OF GENERAL STUDENTS.
Table -III (i)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (L) OF GENERAL STUDENTS.
Table -III (j)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (M) OF GENERAL STUDENTS.
Table -III (k)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (N) OF GENERAL STUDENTS.
Table -III (l)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (O) OF GENERAL STUDENTS.
Table -III (m)	X ² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q ₁) OF GENERAL STUDENTS.

- Table -III (n) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_2) OF GENERAL STUDENTS.
- Table-III (o) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_3) OF GENERAL STUDENTS.
- Table -III (p) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_4) OF GENERAL STUDENTS.
- Table -IV (a) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (A) OF OTHER BACKWARD CLASSES.
- Table -IV (b) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (B) OF OTHER BACKWARD CLASSES.
- Table -IV (c) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (C) OF OTHER BACKWARD CLASSES.
- Table -IV (e) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (F) OF OTHER BACKWARD CLASSES.
- Table -IV (f) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (G) OF OTHER BACKWARD CLASSES.
- Table -IV (g) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (H) OF OTHER BACKWARD CLASSES.
- Table -IV (h) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (I) OF OTHER BACKWARD CLASSES.
- Table -IV (i) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (L) OF OTHER BACKWARD CLASSES.
- Table -IV (j) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (M) OF OTHER BACKWARD CLASSES.
- Table -IV (k) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (N) OF OTHER BACKWARD CLASSES.

- Table -IV (l) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (O) OF OTHER BACKWARD CLASSES.
- Table -IV (m) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_1) OF OTHER BACKWARD CLASSES.
- Table -IV (n) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_2) OF OTHER BACKWARD CLASSES.
- Table -IV (o) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_3) OF OTHER BACKWARD CLASSES.
- Table -IV (p) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_4) OF OTHER BACKWARD CLASSES.
- Table -V (a) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (A) OF SCHEDULED CASTES.
- Table -V (b) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (B) OF SCHEDULED CASTES.
- Table -V (c) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (C) OF SCHEDULED CASTES.
- Table -V (d) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (E) OF SCHEDULED CASTES.
- Table -V (e) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (F) OF SCHEDULED CASTES.
- Table -V (f) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (G) OF SCHEDULED CASTES.
- Table -V (g) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (H) OF SCHEDULED CASTES.
- Table -V (h) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (I) OF SCHEDULED CASTES.
- Table -V (i) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (L) OF SCHEDULED CASTES.
- Table -V (j) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (M) OF SCHEDULED CASTES.

- Table -V (k) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (N) OF SCHEDULED CASTES.
- Table -V (l) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (O) OF SCHEDULED CASTES.
- Table -V (m) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_1) OF SCHEDULED CASTES.
- Table -V (n) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_2) OF SCHEDULED CASTES.
- Table -V (o) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_3) OF SCHEDULED CASTES.
- Table -V (p) X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q_4) OF SCHEDULED CASTES.

Table -I

MEAN, SD OF GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES ON PERSONALITY FACTORS AND CR OF GENERAL-OTHER BACKWARD CLASSES, GENERAL-SCUEDULED CASTES, OTHER BACKWARD CLASSES-SCHEDULED CASTES.

CATEGORIES

S. No.	FACTOR	GENERAL		OTHER BACKWARD CLASSES		SCHEDULED CASTES		G-OBC	G-SC	OBC-SC
		M	SD	M	SD	M	SD			
1.	A	4.087	1.415	3.885	1.636	4.075	1.641	1.231	0.059	0.833
2.	B	2.970	1.661	2.6	1.467	2.587	1.671	2.298	1.806	0.058
3.	C	4.462	1.862	3.892	1.765	3.862	1.986	3.015	2.4	0.112
4.	E	5.079	1.535	5.071	1.557	5.075	1.506	0.0493	0.018	0.018
5.	F	2.95	1.362	2.864	1.327	3.05	1.709	0.627	0.483	0.849
6.	G	6.208	1.517	5.964	1.510	5.637	1.553	1.544	2.898	1.528
7.	H	5.654	1.209	5.357	1.153	5.387	1.190	2.434	1.768	0.186
8.	I	3.279	1.409	3.35	1.523	3.312	1.472	0.461	0.176	0.183
9.	L	7.237	1.961	6.95	1.809	6.937	1.147	1.456	1.685	0.065
10.	M	4.712	1.807	4.735	1.931	4.875	1.568	0.116	0.457	0.558
11.	N	6.837	1.986	6.392	1.802	6.687	1.716	2.258	0.657	1.219
12.	O	5.720	1.768	5.792	1.686	6.7	1.713	0.397	4.434	1.101
13.	Q ₁	6.841	1.589	6.892	1.608	6.95	1.023	0.305	0.721	0.329
14.	Q ₂	6.025	1.554	5.885	1.763	6.175	0.946	0.786	1.041	1.602
15.	Q ₃	6.125	1.873	6.192	1.597	6.212	1.499	0.376	0.426	0.093
16.	Q ₄	4.662	1.582	4.828	1.415	4.75	1.512	1.077	0.453	0.382

No. of students GENERAL = 240, OTHER BACKWARD CLASSES = 140, SCHEDULED CASTES = 80

Table -II

MEAN SD OF GENERAL, OTHER BACKWARD CLASSES AND SCHEDULED CASTES ON ADJUSTMENT AND C.R. OF GENERAL - OTHER BACKWARD CLASSES, GENERAL - SCHEDULED CASTES, OTHER BACKWARD CLASSES - SCHEDULED CASTES

S. No.	FACTOR	Categories							
		GENERAL		OTHER BACKWARD CLASSES		SCHEDULED CASTES		G-OBC	OBC-SC
		M	SD	M	SD	M	SD		
1.	A	4.191	2.288	4.862	2.784	4.887	1.918	2.251	2.468
2.	B	3.683	2.307	4.528	3.079	4.212	2.078	2.835	1.923
3.	C	7.708	2.782	7.821	2.593	8.212	2.475	1.402	1.541
4.	D	13.991	4.707	13.823	4.975	13.55	3.697	0.314	0.861
5.	E	6.441	2.887	7.05	4.420	6.812	2.843	1.467	1.010
6.	T	36.016	11.484	38.092	13.704	37.675	9.013	1.510	1.327

No. of students GENERAL = 240, OTHER BACKWARD CLASSES = 140, SCHEDULED CASTES = 80

Table -III (a)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (A) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	0	2	0	2
Personality	(.458)	(1.02)	(.516)	
Average	41	70	45	156
Personality	(35.75)	(79.95)	(40.3)	
Low	14	51	17	82
Personality	(18.75)	(42.02)	(21.18)	
Total	55	123	62	240
	0.458	0.98	0.51	
(fo-fe)	5.25	9.95	4.7	
	4.79	8.98	4.18	
	0.458	0.941	0.516	
$\frac{(fo-fe)^2}{fe}$	0.770	1.238	0.548	
	1.221	1.919	0.824	

X² = 8.435

C = 0.18

Table -III (b)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (B) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	2	0	0	2
Personality	(.45)	(1.025)	(0.51)	
Average	24	41	16	81
Personality	(18.56)	(41.51)	(20.92)	
Low	29	82	46	157
Personality	(35.97)	(80.46)	(40.55)	
Total	55	123	62	240
	1.55	1.025	0.516	
(fo-fe)	5.44	0.51	4.92	
	6.97	1.54	5.45	
	5.338	1.025	0.516	
$\frac{(fo-fe)^2}{fe}$	1.594	0.006	1.157	
	1.350	0.029	0.732	

X² = 11.747

C = 0.21

Table -III (c)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (C) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	3	6	1	10
Personality	(2.29)	(5.12)	(2.58)	
Average	35	82	33	150
Personality	(34.37)	(76.87)	(38.75)	
Low	17	35	28	80
Personality	(18.33)	(41)	(20.66)	
Total	55	123	62	240
	0.71	0.88	1.58	
(fo-fe)	0.63	5.13	5.75	
	1.33	6.0	7.34	
	0.220	0.151	0.967	
$\frac{(fo-fe)^2}{fe}$	0.011	0.342	0.853	
	0.096	0.878	2.607	

$$X^2 = 5.907$$

$$C = 0.15$$

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (E) OF GENERAL STUDENTS.

$$X^2 = 5.578$$
$$C = 0.15$$

$$\begin{aligned} X^2 &= 5.578 \\ C &= 0.15 \end{aligned}$$

Table -III (e)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (F) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	0	0	0	0
Personality	(0)	(0)	(0)	
Average	18	42	20	80
Personality	(18.33)	(41)	(20.66)	
Low	37	81	42	160
Personality	(36.66)	(82)	(41.33)	
Total	55	123	62	240
	0.0	0.0	0.0	
(fo-fe)	0.33	1.0	0.66	
	0.34	1.0	0.67	
	0.000	0.000	0.000	
$\frac{(fo-fe)^2}{fe}$	0.005	0.024	0.021	
	0.003	0.012	0.010	

$$X^2 = 0.075$$

$$C = 0.01$$

Table -III (f)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (G) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	20	24	12	56
Personality	(12.83)	(28.7)	(14.46)	
Average	35	96	48	179
Personality	(41.02)	(91.73)	(46.24)	
Low	0	3	2	5
Personality	(1.145)	(2.56)	(1.29)	
Total	55	123	62	240
	7.17	4.7	2.46	
(fo-fe)	6.02	4.27	1.76	
	1.14	0.44	0.71	
	4.006	0.769	0.418	
$\frac{(fo-fe)^2}{fe}$	0.883	0.198	0.066	
	1.145	0.075	0.390	

$$X^2 = 7.95$$

$$C = 0.17$$

Table -III (g)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (H) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	10	2	0	12
Personality	(2.75)	(6.15)	(3.1)	
Average	45	119	59	223
Personality	(51.10)	(114.28)	(57.60)	
Low	0	2	3	5
Personality	(1.14)	(2.56)	(1.29)	
Total	55	123	62	240
	7.25	4.15	3.1	
(fo-fe)	6.10	4.72	1.4	
	1.14	0.56	1.71	
	19.113	2.800	3.100	
$\frac{(fo-fe)^2}{fe}$	00.728	0.194	0.034	
	01.14	0.122	2.266	

$$X^2 = 29.497$$

$$C = 0.33$$

Table -III (h)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (I) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	1	0	0	1
Personality	(0.229)	(0.512)	(0.258)	
Average	14	44	27	85
Personality	(19.47)	(43.56)	(21.95)	
Low	40	79	35	154
Personality	(35.29)	(78.92)	(39.78)	
Total	55	123	62	240
	0.77	0.512	0.258	
(fo-fe)	5.47	0.44	5.05	
	4.71	0.08	4.78	
	2.589	0.512	0.258	
$\frac{(fo-fe)^2}{fe}$	1.536	0.004	1.161	
	0.628	0.000	0.574	

$$X^2 = 7.262$$

$$C = 0.17$$

Table -III (i)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (L) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	22	58	34	114
Personality	(26.12)	(58.42)	(29.45)	
Average	33	62	28	123
Personality	(28.18)	(63.03)	(31.77)	
Low	0	3	0	3
Personality	(0.68)	(1.53)	(0.775)	
Total	55	123	62	240
	4.12	0.42	4.55	
(fo-fe)	4.82	1.03	3.77	
	0.68	1.47	0.775	
	0.649	0.003	0.702	
$\frac{(fo-fe)^2}{fe}$	0.824	0.016	0.447	
	0.68	1.412	0.775	

$$X^2 = 5.508$$

$$C = 0.14$$

Table -III (j)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (M) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	2	8	2	12
Personality	(2.75)	(6.15)	(3.1)	
Average	41	83	51	175
Personality	(40.10)	(89.68)	(45.2)	
Low	12	32	9	53
Personality	(12.14)	(27.16)	(13.69)	
Total	55	123	62	240
	0.75	1.85	1.1	
(fo-fe)	0.9	6.68	5.8	
	0.14	4.84	4.69	
	0.204	0.556	0.390	
$\frac{(fo-fe)^2}{fe}$	0.020	0.497	0.744	
	0.001	0.862	1.606	

$$X^2 = 4.88$$

$$C = 0.14$$

Table -III (k)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (N) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	13	36	27	76
Personality	(17.41)	(38.95)	(19.6)	
Average	36	84	33	153
Personality	(35.06)	(78.41)	(39.52)	
Low	6	3	2	11
Personality	(2.52)	(5.63)	(2.84)	
Total	55	123	62	240
	4.41	2.95	7.4	
(fo-fe)	0.94	5.59	6.52	
	3.48	2.63	0.84	
	1.117	0.223	2.793	
$\frac{(fo-fe)^2}{fe}$	0.025	0.398	1.075	
	4.805	1.228	0.248	

$$X^2 = 11.912$$

$$C = 0.21$$

Table -III (I)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (O) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	3	23	14	40
Personality	(9.16)	(20.5)	(10.33)	
Average	44	89	47	180
Personality	(41.25)	(92.25)	(46.5)	
Low	8	11	1	20
Personality	(4.58)	(10.25)	(5.16)	
Total	55	123	62	240
	6.16	2.5	3.67	
(fo-fe)	2.75	3.25	0.5	
	3.42	0.75	4.16	
	4.142	0.304	1.303	
$\frac{(fo-fe)^2}{fe}$	0.183	0.114	0.005	
	2.553	0.054	3.353	

$$X^2 = 12.011$$

$$C = 0.21$$

Table -III (m)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₁) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	14	43	22	79
Personality	(18.10)	(40.48)	(20.40)	
Average	41	79	39	159
Personality	(36.43)	(81.48)	(41.07)	
Low.	0	1	1	2
Personality	(0.458)	(1.02)	(0.51)	
Total	55	123	62	240
	4.10	2.52	1.6	
(fo-fe)	4.57	2.48	2.07	
	0.458	0.02	0.49	
	0.928	0.156	0.125	
$\frac{(fo-fe)^2}{fe}$	0.573	0.075	0.104	
	0.458	0.000	0.470	

$$X^2 = 2.889$$

$$C = 0.10$$

Table -III (n)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₂) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	5	16	9	30
Personality	(6.87)	(15.37)	(7.75)	
Average	47	105	50	202
Personality	(46.29)	(103.52)	(52.18)	
Low	3	2	3	8
Personality	(1.83)	(4.1)	(2.06)	
Total	55	123	62	240
	1.87	0.63	1.25	
(fo-fe)	0.71	1.48	2.18	
	1.17	2.1	0.94	
	.509	0.025	.201	
$\frac{(fo-fe)^2}{fe}$.010	0.021	.091	
	.748	1.075	.428	

$$X^2 = 3.108$$

$$C = .11$$

Table -III (o)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₃) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	13	21	5	39
Personality	(8.93)	(19.98)	(10.07)	
Average	38	91	53	182
Personality	(41.70)	(93.27)	(47.01)	
Low	4	11	4	19
Personality	(4.35)	(9.73)	(4.90)	
Total	55	123	62	240
	4.07	1.02	5.07	
(fo-fe)	3.7	2.27	5.99	
	0.35	1.27	0.90	
	1.854	0.052	2.552	
$\frac{(fo-fe)^2}{fe}$	0.328	0.055	0.763	
	0.028	0.165	0.165	

$$X^2 = 5.962$$

$$C = 0.15$$

Table -III (p)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₄) OF GENERAL STUDENTS.

	High Adj	Average Adj	Low Adj	Total
High	0	4	4	8
Personality	(1.833)	(4.1)	(2.06)	
Average	32	96	47	175
Personality	(40.10)	(89.68)	(45.2)	
Low	23	23	11	57
Personality	(13.06)	(29.21)	(14.72)	
Total	55	123	62	240
	1.833	0.1	1.94	
(fo-fe)	8.1	6.32	1.8	
	9.94	6.21	3.72	
	1.833	0.002	1.826	
$\frac{(fo-fe)^2}{fe}$	1.636	0.445	0.071	
	7.565	1.320	0.940	

$$X^2 = 15.638$$

$$C = 0.24$$

Table -IV (a)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (A) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	0	2	2	4
Personality	(0.8)	(1.94)	(1.25)	
Average	16	37	25	78
Personality	(15.6)	(37.88)	(24.5)	
Low	12	29	17	58
Personality	(11.6)	(28.17)	(18.22)	
Total	28	68	44	140
	0.8	0.06	0.75	
(fo-fe)	0.4	0.88	0.5	
	0.4	0.83	1.22	
	0.8	0.001	0.45	
$\frac{(fo-fe)^2}{fe}$	0.01	0.02	0.01	
	0.013	0.024	0.081	

$$X^2 = 1.409$$

$$C = .09$$

Table -IV (b)

X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (B) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	0	0	0	0
Personality	(0)	(0)	(0)	
Average	5	18	13	36
Personality	(7.2)	(17.48)	(11.3)	
Low	23	50	31	104
Personality	(20.8)	(50.51)	(32.68)	
Total	28	68	44	140
	0.0	0.0	0.0	
(fo-fe)	2.2	0.52	1.7	
	2.2	0.51	1.68	
	0.0	0.0	0.0	
$\frac{(fo-fe)^2}{fe}$	0.672	0.015	0.255	
	0.232	0.005	0.086	

$$X^2 = 1.265$$

$$C = 0.09$$

Table -IV (c)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (C) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	2	0	0	2
Personality	(0.4)	(0.97)	(0.62)	
Average	18	39	23	80
Personality	(16)	(38.85)	(25.14)	
Low	8	29	21	58
Personality	(11.6)	(28.17)	(18.22)	
Total	28	68	44	140
	1.6	0.97	0.62	
(fo-fe)	2.0	0.15	2.14	
	3.6	0.83	2.78	
	6.4	0.971	0.628	
$\frac{(fo-fe)^2}{fe}$	0.25	0.0	0.182	
	1.117	0.024	0.424	

$$X^2 = 9.996$$

$$C = 0.25$$

Table -IV (d)

X^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (C) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	1	3	4	8
Personality	(1.6)	(3.88)	(2.51)	
Average	25	56	31	112
Personality	(22.4)	(54.4)	(35.2)	
Low	2	9	9	20
Personality	(4)	(9.71)	(6.28)	
Total	28	68	44	140
	0.6	0.88	1.49	
(fo-fe)	2.6	0.6	4.2	
	2.0	0.71	2.72	
	0.225	0.199	0.884	
$\frac{(fo-fe)^2}{fe}$	0.301	0.006	0.501	
	1.0	0.051	1.178	

$$X^2 = 4.345$$

$$C = 0.17$$

Table -IV (e)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (F) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High Personality	0 (0.2)	1 (0.48)	0 (0.31)	1
Average Personality	5 (6.4)	15 (15.54)	12 (10.05)	32
Low Personality	23 (21.4)	52 (51.97)	32 (33.62)	107
Total	28	68	44	140
(fo-fe)	0.2 1.4 1.6	0.52 0.54 0.03	0.31 1.95 1.62	
$\frac{(fo-fe)^2}{fe}$	0.2 0.306 0.119	0.563 0.018 0.0	0.314 0.378 0.078	

$$X^2 = 1.976$$

$$C = 0.11$$

Table -IV (f)

χ^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (G) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	4	13	7	24
Personality	(4.8)	(11.65)	(7.54)	
Average	24	50	35	109
Personality	(21.8)	(52.94)	(34.25)	
Low	0	5	2	7
Personality	(1.4)	(3.4)	(2.2)	
Total	28	68	44	140
	0.8	1.35	0.54	
(fo-fe)	2.2	2.94	0.75	
	1.4	1.6	0.2	
	0.133	0.156	0.038	
$\frac{(fo-fe)^2}{fe}$	0.222	0.163	0.016	
	1.4	0.752	0.018	

$$\chi^2 = 2.898$$

$$C = 0.14$$

Table -IV (g)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (H) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	1	1	1	3
Personality	(.6)	(1.45)	(0.94)	
Average	27	62	41	130
Personality	(26)	(63.14)	(40.85)	
Low	0	5	2	7
Personality	(1.4)	(3.4)	(2.2)	
Total	28	68	44	140
	0.4	0.45	0.06	
(fo-fe)	1.0	1.14	0.15	
	1.4	1.6	0.2	
	0.266	0.139	0.003	
$\frac{(fo-fe)^2}{fe}$	0.038	0.020	0.0	
	1.4	0.752	0.018	

$$X^2 = 2.636$$

$$C = 0.13$$

Table -IV (h)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (I) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High Personality	0 (0)	0 (0)	0 (0)	0
Average Personality	11 (11.4)	31 (27.68)	15 (17.91)	57
Low Personality	17 (16.6)	37 (40.31)	29 (26.08)	83
Total	28	68	44	140
	0.0	0.0	0.0	
(fo-fe)	0.4	3.32	2.91	
	0.4	3.31	2.92	
	0.0	0.0	0.0	
$\frac{(fo-fe)^2}{fe}$	0.014	0.398	0.472	
	0.009	0.271	0.326	

$$X^2 = 1.49$$

$$C = 0.1$$

Table -IV (i)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (L) OF OTHER BACKWARD CLASSES.

	High	Average	Low	Total
	Adj	Adj	Adj	
High	8	27	22	57
Personality	(11.4)	(27.68)	(17.91)	
Average	18	39	22	79
Personality	(15.8)	(38.37)	(24.82)	
Low	2	2	0	4
Personality	(0.8)	(1.942)	(1.25)	
Total	28	68	44	140
	3.4	0.68	4.09	
(fo-fe)	2.2	0.63	2.82	
	1.2	0.058	1.25	
	1.014	0.016	0.934	
$\frac{(fo-fe)^2}{fe}$	0.306	0.01	0.320	
	1.8	0.001	1.257	

$$X^2 = 5.658$$

$$C = 0.19$$

Table -IV (j)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (M) OF OTHER BACKWARD CLASSES.

	High	Average	Low	Total
	Adj	Adj	Adj	
High	0	4	6	10
Personality	(2)	(4.85)	(3.14)	
Average	21	48	25	94
Personality	(18.8)	(45.65)	(29.54)	
Low	7	16	13	36
Personality	(7.2)	(17.48)	(11.31)	
Total	28	68	44	140
	2.0	0.85	2.86	
(fo-fe)	2.2	2.35	4.54	
	0.2	1.48	1.69	
	2.00	0.148	2.6	
$\frac{(fo-fe)^2}{fe}$	0.257	0.120	0.697	
	0.005	0.125	0.252	

$$X^2 = 6.204$$

$$C = 0.2$$

Table -IV (k)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (N) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	7	12	15	34
Personality	(6.8)	(16.51)	(10.68)	
Average	19	51	22	92
Personality	(18.4)	(44.68)	(28.91)	
Low	2	5	7	14
Personality	(2.8)	(6.8)	(4.4)	
Total	28	68	44	140
	0.2	4.51	4.32	
(fo-fe)	0.6	6.32	6.91	
	0.8	1.8	2.6	
	0.005	1.231	1.747	
$\frac{(fo-fe)^2}{fe}$	0.019	0.893	1.651	
	0.228	0.476	1.536	

$$X^2 = 7.786$$

$$C = 0.22$$

Table -IV (I)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (O) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	3	10	13	26
Personality	(5.2)	(12.62)	(8.17)	
Average	18	53	29	100
Personality	(20)	(48.57)	(31.4)	
Low	7	5	2	14
Personality	(2.8)	(6.8)	(4.4)	
Total	28	68	44	140
	2.2	2.62	4.83	
(fo-fe)	2.0	4.43	2.4	
	4.2	1.8	2.4	
	0.93	0.543	2.855	
$\frac{(fo-fe)^2}{fe}$	0.2	0.404	0.183	
	6.3	0.476	1.309	

$$X^2 = 13.2$$

$$C = .29$$

Table -IV (m)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q₁) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	9	23	13	45
Personality	(9)	(21.85)	(14.14)	
Average	18	44	30	92
Personality	(18.4)	(44.68)	(28.91)	
Low	1	1	1	3
Personality	(0.6)	(1.45)	(0.94)	
Total	28	68	44	140
	0.0	1.15	1.14	
(fo-fe)	0.4	0.68	1.09	
	0.4	0.45	0.06	
	0.0	0.06	0.091	
$\frac{(fo-fe)^2}{fe}$	0.008	0.01	0.041	
	0.266	0.139	0.003	

$$X^2 = 0.618$$

$$C = 0.06$$

Table -IV (n)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₂) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High Personality	4 (4.6)	11 (11.17)	8 (7.22)	23
Average Personality	22 (21.8)	53 (52.94)	34 (34.25)	109
Low Personality	2 (1.6)	4 (3.88)	2 (2.51)	8
Total	28	68	44	140
	0.6	0.17	0.78	
(fo-fe)	0.2	0.06	0.25	
	0.4	0.12	0.5	
	0.078	0.002	0.084	
$\frac{(fo-fe)^2}{fe}$	0.001	0.0	0.001	
	0.1	0.003	0.099	

$$X^2 = 0.368$$

$$C = 0.05$$

Table -IV (o)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₃) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	6	10	4	20
Personality	(4.0)	(9.71)	(6.28)	
Average	21	54	38	113
Personality	(22.6)	(54.88)	(35.51)	
Low	1	4	2	7
Personality	(1.4)	(3.4)	(2.2)	
Total	28	68	44	140
	2.0	0.29	2.28	
(fo-fe)	1.6	0.88	2.49	
	0.4	0.6	0.2	
	1.0	0.008	0.827	
$\frac{(fo-fe)^2}{fe}$	0.113	0.014	0.174	
	0.114	0.105	0.018	

$$X^2 = 2.373$$

$$C = 0.12$$

Table -IV (p)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q₁) OF OTHER BACKWARD CLASSES.

	High Adj	Average Adj	Low Adj	Total
High	0.0	1	3	4
Personality	(.8)	(1.94)	(1.25)	
Average	16	59	35	110
Personality	(22)	(53.42)	(34.57)	
Low	12	8	6	26
Personality	(5.2)	(12.62)	(8.17)	
Total	28	68	44	140
	0.8	0.94	1.75	
(fo-fe)	6.0	5.58	0.43	
	6.8	4.62	2.17	
	0.8	0.455	2.45	
$\frac{(fo-fe)^2}{fe}$	1.636	0.582	0.005	
	8.89	1.69	0.576	

$$X^2 = 17.084$$

$$C = 0.32$$

Table -V (a)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (A) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	0	2	2
Personality	(.225)	(1.2)	(.575)	
Average	7	29	11	47
Personality	(5.28)	(28.2)	(13.5)	
Low	2	19	10	31
Personality	(3.48)	(18.6)	(8.19)	
Total	9	48	23	80
	0.225	1.2	1.42	
(fo-fe)	1.72	0.8	2.5	
	1.48	0.4	1.09	
	0.225	1.2	3.506	
$\frac{(fo-fe)^2}{fe}$	0.56	0.022	0.462	
	0.629	0.008	0.133	

$$X^2 = 6.745$$

$$C = 0.27$$

Table -V (b)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (B) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	0	0	0
Personality	(0)	(0)	(0)	
Average	5	10	6	21
Personality	(2.36)	(12.6)	(6.03)	
Low	4	38	17	59
Personality	(6.63)	(35.4)	(16.96)	
Total	9	48	23	80
	0.0	0.0	0.0	
(fo-fe)	2.64	2.6	0.03	
	2.63	2.6	0.04	
	0.0	0.0	0.0	
$\frac{(fo-fe)^2}{fe}$	2.95	0.536	0.0	
	1.043	0.190	0.0	

$$X^2 = 4.719$$

$$C = 0.23$$

Table -V (c)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (C) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	1	2	3
Personality	(0.33)	(1.8)	(0.86)	
Average	6	21	13	40
Personality	(4.5)	(24)	(11.5)	
Low	3	26	8	37
Personality	(4.16)	(22.2)	(10.63)	
Total	9	48	23	80
	0.33	0.8	1.14	
(fo-fe)	1.5	3.0	1.5	
	1.16	3.8	2.63	
	0.337	0.355	1.511	
$\frac{(fo-fe)^2}{fe}$	0.5	0.375	0.195	
	0.323	0.650	0.650	

$$X^2 = 4.896$$

$$C = 0.24$$

Table -V (d)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (E) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	0	0	0
Personality	(0)	(0)	(0)	
Average	9	40	22	71
Personality	(7.98)	(42.6)	(20.41)	
Low	0	8	1	9
Personality	(1.01)	(5.4)	(2.58)	
Total	9	48	23	80
	0.0	0.0	0.0	
(fo-fe)	1.02	2.6	1.59	
	1.01	2.6	1.58	
	0.0	0.0	0.0	
$\frac{(fo-fe)^2}{fe}$	0.130	.158	0.123	
	1.01	1.251	0.967	

$$X^2 = 3.639$$

$$C = 0.2$$

Table -V (e)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (F) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High Personality	0 (0)	0 (0)	0 (0)	0
Average Personality	4 (3.03)	14 (16.2)	9 (7.76)	27
Low Personality	5 (5.96)	34 (31.8)	14 (15.23)	53
Total	9	48	23	80
	0.0	0.0	0.0	
(fo-fe)	0.97	2.2	1.24	
	0.96	2.2	1.23	
	0.0	0.0	0.0	
(fo-fe) ²	0.310	0.298	0.198	
fe	0.154	0.152	0.099	

$$X^2 = 1.211$$

$$C = 0.12$$

Table -V (f)

χ^2 AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (G) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	1	5	5	11
Personality	(1.23)	(6.6)	(3.16)	
Average	7	39	18	64
Personality	(7.2)	(38.4)	(18.4)	
Low	1	4	0	5
Personality	(.56)	(3)	(1.43)	
Total	9	48	23	80
	0.23	1.6	1.84	
(fo-fe)	0.2	0.6	0.4	
	0.44	1.0	1.43	
	0.043	0.387	1.071	
$\frac{(fo-fe)^2}{fe}$	0.005	0.009	0.008	
	0.345	0.333	1.43	

$$\chi^2 = 3.631$$

$$C = 0.2$$

Table -V (g)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (H) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High Personality	2 (.45)	0 (2.4)	2 (1.15)	4
Average Personality	7 (8.43)	47 (45)	21 (21.56)	75
Low Personality	0 (.11)	1 (0.6)	0 (0.28)	1
Total	9	48	23	80
	1.55	2.4	0.85	
(fo-fe)	1.43	2.0	0.56	
	0.11	0.4	0.28	
	5.338	2.4	0.628	
$\frac{(fo-fe)^2}{fe}$	0.242	0.088	0.014	
	0.112	0.266	0.287	

$$X^2 = 9.375$$

$$C = 0.32$$

Table -V (h)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (I) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High Personality	0 (0)	0 (0)	0 (0)	0
Average Personality	5 (3.26)	13 (17.4)	11 (8.33)	29
Low Personality	4 (5.73)	35 (30.6)	12 (14.66)	51
Total	9	48	23	80
	0.0	0.0	0.0	
(fo-fe)	1.74	4.4	2.67	
	1.73	4.4	2.66	
	0.0	0.0	0.0	
$\frac{(fo-fe)^2}{fe}$	0.928	1.112	0.855	
	0.522	0.632	0.482	

$$X^2 = 4.531$$

$$C = 0.23$$

Table -V (i)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (L) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	14	11	25
Personality	(2.81)	(15.0)	(7.18)	
Average	8	34	12	54
Personality	(6.07)	(32.4)	(15.52)	
Low	1	0	0	1
Personality	(.11)	(.6)	(.28)	
Total	9	48	23	80
	2.81	1.0	3.82	
(fo-fe)	1.93	1.6	3.52	
	0.89	0.6	0.28	
	2.812	0.066	2.032	
$\frac{(fo-fe)^2}{fe}$	0.613	0.079	0.798	
	7.2	0.6	0.287	

$$X^2 = 14.487$$

$$C = 0.41$$

Table -V (j)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (M) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	2	0	2
Personality	(1.22)	(1.2)	(.57)	
Average	7	41	15	63
Personality	(7.08)	(37.8)	(18.11)	
Low	2	5	8	15
Personality	(1.68)	(9.0)	(4.31)	
Total	9	48	23	80
	0.22	0.8	0.57	
(fo-fe)	0.08	3.2	3.11	
	0.32	4.0	3.69	
	0.225	0.533	0.575	
$\frac{(fo-fe)^2}{fe}$	0.0	0.27	0.534	
	0.06	1.777	3.159	

$$X^2 = 7.133$$

$$C = 0.28$$

Table -V (k)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (N) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	3	18	3	24
Personality	(2.7)	(14.4)	(6.9)	
Average	5	28	18	51
Personality	(5.737)	(30.6)	(14.66)	
Low	1	2	2	5
Personality	(0.56)	(3)	(1.43)	
Total	9	48	23	80
	0.3	3.6	3.9	
(fo-fe)	0.737	2.6	3.34	
	0.44	1.0	0.57	
	0.033	0.9	2.204	
$\frac{(fo-fe)^2}{fe}$	0.094	0.22	0.76	
	0.345	0.333	0.227	

$$X^2 = 5.116$$

$$C = 0.24$$

Table -V (I)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (O) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	1	11	11	23
Personality	(2.58)	(13.8)	(6.61)	
Average	7	37	11	55
Personality	(6.18)	(33)	(15.8)	
Low	1	0	1	2
Personality	(.225)	(1.2)	(.575)	
Total	9	48	23	80
	1.58	2.8	4.39	
(fo-fe)	0.82	4.0	4.8	
	0.775	1.2	0.425	
	0.967	0.568	2.915	
$\frac{(fo-fe)^2}{fe}$	0.108	0.484	1.458	
	2.669	1.2	0.314	

$$X^2 = 10.683$$

$$C = 0.34$$

Table -V (m)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₁) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	15	7	22
Personality	(2.47)	(13.2)	(6.32)	
Average	9	33	16	58
Personality	(6.52)	(34.8)	(16.67)	
Low	0	0	0	0
Personality	(0)	(0)	(0)	
Total	9	48	23	80
	2.47	1.8	0.68	
(fo-fe)	2.48	1.8	0.67	
	0.0	0.0	0.0	
	2.47	0.245	0.073	
$\frac{(fo-fe)^2}{fe}$	0.943	0.093	0.026	
	0.0	0.0	0.0	

$$X^2 = 3.85$$

$$C = 0.21$$

Table -V (n)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₂) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	1	0	1	2
Personality	(.225)	(1.2)	(.575)	
Average	7	48	21	76
Personality	(8.55)	(45.6)	(21.85)	
Low	1	0	1	2
Personality	(.225)	(1.2)	(.575)	
Total	9	48	23	80
	0.775	1.2	0.425	
(fo-fe)	1.55	2.4	0.85	
	0.775	1.2	0.425	
	2.669	1.2	0.314	
$\frac{(fo-fe)^2}{fe}$	0.28	0.126	0.033	
	2.669	1.2	0.314	

$$X^2 = 8.805$$

$$C = 0.31$$

Table -V (o)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT
AND PERSONALITY FACTOR (Q₃) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	2	4	3	9
Personality	(1.01)	(5.4)	(2.58)	
Average	7	41	18	66
Personality	(7.42)	(39.6)	(18.97)	
Low	0	3	2	5
Personality	(.56)	(3)	(1.43)	
Total	9	48	23	80
	0.99	1.4	0.42	
(fo-fe)	0.42	1.4	0.97	
	0.56	0.0	0.57	
	0.97	0.362	0.068	
$\frac{(fo-fe)^2}{fe}$	0.023	0.049	0.049	
	0.562	0.0	0.227	

$$X^2 = 2.310$$

$$C = 0.16$$

Table -V (p)

X² AND C's INDICATING THE RELATIONSHIP BETWEEN ADJUSTMENT AND PERSONALITY FACTOR (Q₁) OF SCHEDULED CASTES.

	High Adj	Average Adj	Low Adj	Total
High	0	1	1	2
Personality	(.22)	(1.2)	(.57)	
Average	7	34	17	58
Personality	(6.52)	(34.8)	(16.67)	
Low	2	13	5	20
Personality	(2.25)	(12)	(5.75)	
Total	9	48	23	80

	0.22	0.2	0.43
(fo-fe)	0.48	0.8	0.33
	0.25	1.0	0.75

$\frac{(fo-fe)^2}{fe}$	0.225	0.033	0.324
	0.035	0.018	0.006
	0.027	0.083	0.097

$$X^2 = 0.848$$

$$C = 0.1$$